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ABSTRACT

The sixth grade learn-to-earn field tested unit was designed to develop career awareness and employability skills. The purpose is to help the learner understand the tasks performed in the home setting as related to the interest, aptitude, and training of the individuals performing these tasks. The lesson topics are: ways to earn money; personal characteristics valued by most employers; considerations other than personal characteristics; introduction to advertising one's services and advertising by telephone, personal contact, and ads; and job selection and preparation. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a resource profile. The unit takes 12 hours and includes large and small group and individual activities. The five lessons are presented under the headings of: concept, performance objective, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering discussions, guest speakers, role-playing, and storytelling; a list of supplementary resources; and a six-item bibliography are appended. (EP)

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LEARN TO EARN

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SIXTH GRADE

Principal Writer: Vella Rose B. Smith

CE 004 724

CAROLYN WARNER, SUPERINTENDENT
ARIZONA DEPARTMENT OF EDUCATION

REVISED

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

LEARN TO EARN

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This unit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when, during their teaching year it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

The following are suggestions made by the field test teachers:

A couple of teachers felt some of the lessons were a little advanced for their students.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

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UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Concepts

The concepts of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these concepts are implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the concepts and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

In Lesson 5 supplemental activities are presented to assist in obtaining the desired learner outcomes.

Resources

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

Assessment Procedures

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance

objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

For Lesson 5 the instructor should circulate to each learner while he is completing his preparation sheets, and use the *Product Assessment Form* provided with the lesson to assess each learner's achievement of the objective.

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

Instructional Strategy Guides

The unit contains several types of instructional strategies: role playing, discussion, storytelling, and guest speaker. Instructor guides for these strategies are presented in the appendix, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

Purpose Of This Unit

The primary intent of this unit is to develop career awareness and employability skills. The purpose is to help the learner understand that tasks performed in the home setting, neighborhood setting, school setting and the occupational setting are related to the interest, aptitude and training of the individuals performing these tasks. Emphasis is placed on learning to earn.

Two major concepts and five performance objectives are addressed in this unit. The activities for the performance objectives incorporate various kinds of multi-media including art, discussions, guest speaker, role playing, and storytelling.

The learner will be given practice in specific skills that will help him develop into a responsible person, good businessman, and good citizen. He will become aware of the ways in which he may be a productive, contributing member of society.

Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development. It represents only an early developmental effort. It is anticipated that the unit will be extensively revised based on data collected through classroom utilization. In order for useful revision data to be collected, it is essential that the unit be taught in a manner consistent with the developer's intent.

GRADE PLACEMENT

This unit has been written to be primarily used at the sixth grade level.

SUBJECT AREA

All of the lessons in the unit are related to the social studies area of the curriculum. Experiences are also provided in the areas of language arts, math, art, and business.

DURATION

The lessons within the unit have been written to provide a total of twelve hours instructional time.

GROUPING

The unit lends itself to varied types of grouping. There are provisions for large group, small group, and individual activities.

PREPARING TO TEACH THIS UNIT

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

This unit should be taught in the spring when the interest in preparing the learner for a part-time or summer job is at a high level. Many of the learners will not be able or capable of finding a job to earn money at this time. It is the intent of this unit to expose the learners to available jobs, teach the necessary skills, and have simulated experiences. *Learn to Earn* will prepare the learner for a job when he becomes mature enough and has a desire to work and earn money.

For Lesson 2 invite a guest speaker from your local employment agency, your school principal, or any qualified employer of your choice to speak to the class on the personal characteristics of employees that are valued by most employers. He should also explain why these characteristics are valued. At this time, make an appointment to drop by and give him the *Guest Speaker Information Sheet*. Suggest that he bring any available visual material to share with the class.

Duplicate the material for the guest speaker containing information explaining the developmental and psychological level of the learner. Other information such as age, grade level, and size of class are included as guidelines for preparation of his presentation.

After discussing it with the speaker, set a time limit for the presentation.

The second lesson is a two and one-half hour lesson. The first session is for the special speaker. This session may be divided into two 45 minute sessions. The first session could be a discussion for 45 minutes, and the second 45 minutes for the guest speaker and follow up.

In the second session the learners will construct their mobiles.

Lesson 4, Session III, may be extended over as many days as there is interest for these activities. It may be shortened or lengthened depending upon your situation and class members.

Lesson 5 may require several different sessions and could take more than four hours depending upon interest and how thoroughly the learners complete their tasks. In order to enhance this unit there are supplemental resources (Appendix B) which are nominal in price or free if you write to these local and national agencies for their publications. Upon request they will supply enough copies for your classroom.

Addresses are listed in Appendix B for other county extension offices which the learners may wish to write to.

All worksheets and handouts should be retained by each learner in his booklet and envelope which he will construct.

Read the total unit and if possible obtain the resource material before beginning.

Read each strategy in the appendix.

If a transparency is suggested as a resource material, an opaque projector could be used or a copy reproduced for each learner. A transparency is suggested in Lessons 1 and 4.

Some materials within the lessons need to be duplicated. This may be accomplished with a xerox machine or by using a thermofax machine to prepare a master. The master is then used to prepare multiple copies with a ditto or mimeograph machine. All lessons need duplicated materials.

UNIT CONTENT/STRATEGY PROFILE

Lesson Number	Time	Content	Instructional Stragegies
1	1 hr.	Learners will "Brainstorm" and list ways they could earn money.	Discussion Questioning Pictures Worksheet
2 Session I	1 hr. 30 min.	Learners will identify and list personal characteristics that are valued by most employers.	Discussion Questioning Guest speaker Thank you letter Worksheet
2 Session II	1 hr.	Learners will construct a mobile.	Discussion Questioning Worksheet Art materials
3	1 hr.	Learners will identify and list important considerations.	Discussion Questionnaire
4 Session I	45 min.	Learners will be exposed to methods of advertising.	Discussion Questioning Storytelling Worksheet
4 Session II	1 hr.	Learners will learn how to use the telephone in advertising.	Discussion Questioning Story dialogue Role Play Information sheet
4 Session III	1 hr. 45 min.	Learners will learn to advertise by personal contact and ads.	Discussion Questioning Information sheet Sample résumé Information card Flyer Newspaper ad Bulletin board ad Art materials

UNIT CONTENT/STRATEGY PROFILE

Lesson Number	Time	Content	Instructional Stragegies
5	4 hrs.	Learners will select choice of jobs and prepare themselves for these jobs.	Discussion Questioning Business letter Art materials Resource materials Worksheets

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Picture masters: *Job Opportunities* (12) Information sheet: *Ways to Earn Money* *Discussion Strategy* (Appendix A) Assessment item	8 1/2" x 11" writing paper 12" x 18" colored construction paper
2	Information sheet: *Guest Speaker Information Sheet* Worksheets: *Personal Characteristics* *Personal Characteristics and the Reasons They Are Valued* Worksheet keys: *Personal Characteristics Key* *Personal Characteristics and the Reasons They Are Valued Key* *Discussion Strategy* (Appendix A) *Guest Speaker Strategy* (Appendix A) Assessment item	Guest speaker 8 1/2" x 11" writing paper Magazines String or thread Scissors Glue Wire Hanger Tissue paper

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UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
3	Worksheet: *Other Considerations Questionnaire* Worksheet Key: *Other Considerations Questionnaire Key* *Discussion Strategy* (Appendix A) Assessment item	
4	Session I Worksheet: *Ways to Advertise* Worksheet key: *Ways to Advertise Key* *Discussion Strategy* (Appendix A) *Storytelling Strategy* (Appendix A) Session II Information sheet: *Rules for Using the Telephone* *Discussion Strategy* (Appendix A) *Role-Playing Strategy* (Appendix A)	Session II Overhead projector

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
4 (Cont'd)	Session III Information sheet: *Rules for Talking to People* *Sample 3" x 5" Information Card* *Sample Newspaper Ad* *Sample Bulletin Board Ad* *Sample Résumé* *Sample 8 1/2" x 11" Flyer* *Discussion Strategy* (Appendix A) Assessment item	Session III 8 1/2" x 11" unlined white paper (two sheets per person)
5	*Sample Business Letter* Worksheets: *Job Selection* *Preparation Sheet 1 - Skills and Knowledge Necessary to Perform the Job* *Preparation Sheet 2 - Duties of the Job* *Preparation Sheet 3 - Tools Used on the Job* *Preparation Sheet 4 - Safety Precautions Necessary to the Job*	White art paper Glue Scissors Magazines Newspapers Catalogues Pictures Reference books Encyclopedias Pamphlets (Listed in Appendix B) 12" x 18" white construction paper (2 for each learner) Stapler Local telephone directory

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
5 (Cont'd)	*Preparation Sheet 5 - Methods of Advertising for the Job* *Preparation Sheet 6 - Personal Characteristics Important to That Job* *Preparation Sheet 7 - Considerations in Applying for a Job* Worksheet keys: *Job Selection Keys for Baby-sitting, Yard Work, and Newspaper Delivery* *Preparation Sheet Keys 1-7 for Baby-sitting, Yard Work, and Newspaper Delivery* *Discussion Strategy* (Appendix A) Assessment item *Product Assessment Form*	

INSTRUCTIONAL SEQUENCE

WAYS TO EARN MONEY

LESSON ONE

CONCEPT

There are ways a sixth grader can earn money.

PERFORMANCE OBJECTIVE

The learner will name ways a sixth grader could earn money.

LESSON TIME

1 hour

NEW VOCABULARY

Recycling - the taking of materials and remaking them and reusing them again as new materials

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Picture masters: *Job Opportunities* (12) Information sheet: *Ways to Earn Money* *Discussion Strategy* (Appendix A) Assessment item	8 1/2" x 11" writing paper 12" x 18" colored construction paper

Instructor Preparation Tasks

Supply each learner with 8 1/2" x 11" writing paper for "brainstorming" ideas and crayons for each learner.

Obtain 12" x 18" colored construction paper for the learners' booklet covers.

Duplicate one copy of each of the picture masters *Job Opportunities*. Color and mount the pictures or assign this task to a capable student.

Read the information sheet *Ways to Earn Money*.

Write the following headings on the chalkboard:

1. Ways I Personally Have Earned Money
2. Ways I Have Seen Other Learners Earn Money
3. Other Things I Could Do To Earn Money

Duplicate a copy of the assessment item for each learner.

Review the *Discussion Strategy*.

Instructional Procedures

INTRODUCTION

During the next several weeks the learners will be exploring jobs they can do to earn money. The learners will be studying jobs they could do around the home or in their neighborhood. The jobs around the home may be learning experiences with pay, depending upon the parent's desires. The jobs in the neighborhood, of course, would be to earn money.

The learners will determine what personal characteristics of employees are valued by most employers and explain why these characteristics are valued. Also, they will study considerations that are important when one is applying for a job. They will list methods of advertising their services in order to obtain a job. The learners will then select a job of their choice and gather, compile, and examine the material necessary to accomplish that job. They will collect the material and make a "booklet." A construction paper folder will be provided to put their material in as they collect it.

These experiences will give the learners an overview of the possibilities they have of earning money at their age level. Hopefully, it will stimulate some interest and foster characteristics that will continue with them through later years and eventually be helpful in choosing an occupation.

The learners will list and discuss various jobs, skills and knowledge, duties, tools, safety precautions, methods of advertising, personal characteristics, and miscellaneous considerations of their jobs.

In today's session the learners will "brainstorm" all the possible ways they can think of for them to work and earn money. This lesson should help the learners understand that there are various jobs available that they could do if they desire to work.

TASKS

Distribute an 8 1/2" x 11" sheet of writing paper to the learners and have them fold their paper into thirds.

On each third of the paper have them copy from the chalkboard the following captions:

Ways I Personally Have Earned Money	Ways I Have Seen Other Learners Earn Money	Other Things I Could Do To Earn Money
1. 2. 3. 4. 5.		1. 2. 3.

The learners will individually "brainstorm" to come up with as many ideas as they can to earn money. They will have five minutes for this individual activity.

After the learners have identified ways that they can earn money, open the subject to the class for discussion.

Advise the learners that as they participate in the class discussion, each one should agree to listen to and respect other's opinions. Remind the learners that respecting another's opinion means accepting that opinion as a true belief of that person.

Ask the learners what types of materials they could collect if they wanted to earn money by collecting materials for recycling. Inform the learners that *recycling* means to take materials and remake them and reuse them again as new materials.

Possible response: Newspapers

Mention to the learners that if they collect enough newspapers to fill a pickup truck they could earn about $8.

What are some other products that could be collected?

Possible responses:

1. *Cans*
2. *Bottles*

Point out to the learners that if they collect 20-24 aluminum cans which equals about a pound of cans, they could probably earn about 10 cents. For tin or steel cans they would need 14-15 cans depending upon the size, to make one pound which is worth one cent. Glass is one-half cent a pound. Glass weighs more by volume than cans.

Ask the learners how much they could make on returnable bottles that they take back to a store.

Desired responses:

1. *10 cents for a large bottle.*
2. *40 cents for an eight pack of regular bottles.*

Show picture of the boy collecting newspapers or cans.

Explain to the learners that there are jobs typical (regular traits or qualities) of certain geographical areas. For instance, if they live in an area where there is a lot of snow, what jobs would they be able to perform.

Possible responses:

1. *Shovel snow*
2. *Sell and deliver wood*

What about warm climates where many food products are grown?

Possible responses:

1. *Weed or thin vegetables*
2. *Pick citrus, grapes, or peaches*

Display pictures of girl picking fruit and boy shoveling snow.

Discuss with the learners the fact that some of them have different pets.

Would this be an area where you could get a job, and if so, what?

Desired responses:

1. *Feed*
2. *Exercise*
3. *Groom*
4. *Board*

Show picture of the girl feeding a dog.

Point out that in the fall and spring there are many things boys and girls can do outdoors.

What ideas can you think of?

Possible responses:

1. *Mow the lawn*
2. *Trim the lawn*
3. *Water the grass, flowers, and shrubs*

Show pictures of boy mowing the lawn and girl trimming grass or shrubs.

Ask the learners how many of them have younger brothers and sisters that they have taken care of.

Is there a demand for this outside the family circle?

Desired response:

Yes, baby-sitting is a good way to earn money.

Show pictures of boy rolling a ball to a three-year-old and girl feeding a baby who is sitting in a high chair.

Indicate to the learners that there are many ways money can be made by being a salesman. Tell the learners that if they are interested in selling different products around the neighborhood, there are many opportunities to earn money.

What are some examples of products you could sell?

Possible responses:

1. *Seeds*
2. *Greeting cards*
3. *Candy*
4. *Cookies*
5. *Arts and crafts*

Show picture of girl selling greeting cards.

Report to the learner that everyone reads a newspaper.

What possibilities are there in this area?

Desired response: Newspaper delivery

Show picture of boy on bicycle, with bag over the handlebars, delivering newspapers.

Explain to the learners that there are lots of tasks they can do in the home. Jobs at home may be done by either boys or girls. This is a good training ground for them to learn and experience different situations. They may receive money for work done in the home, but it may be a learning situation and a responsibility of the learner as a member of his family.

Direct the learners to think of responsibilities the learners experience at home.

What areas could you use in your neighborhood to earn money?

Possible responses:

1. *Wash dishes*
2. *Take out garbage*
3. *Iron*
4. *Clean*
5. *Wash windows*

Show pictures of boy washing windows and girl ironing clothes. Remind the learners that a girl could wash windows and a boy iron clothes.

Question the learners to see if members of their family ever need their shoes shined?

Desired response:

Yes, I shine my dad's shoes.

Ask the learners how much they think they could earn by shining shoes.

Possible response:

About 15 cents for a pair of shoes.

There are areas where boys could set up shoe shine stations. Some suggestions would be in barber shops, hotels, and on a street where many businessmen and tourists are passing by. The charge is usually around 25 cents for a pair of shoes, but the boys depend on tips from their customers to gain extra money. Permission by the owner of the business must be arranged prior to doing this.

Examine the possibilities with the learners and see how much they could earn by cleaning and washing cars.

Possible response:

About $1 a car. Maybe more if you clean the inside very well.

Ask the learners to suggest other ways a sixth grader could work and earn money.

what ways do you have to earn money? What ways have you seen others earn money?

Possible responses:

1. *Punch and cookie stand*
2. *Messenger boy or girl*

Write the responses on the chalkboard. Later transfer them to a mimeograph stencil or ditto master, and make a copy for each learner to include in his booklet. Have the learners include their individual brainstorm ideas in their booklet. The responses may also be written on a chart, an overhead transparency, or used with an opaque projector. This media is more permanent and would be available to be used in a later lesson. The chart may be displayed in the room. Refer to the information sheet *Ways of Earning Money*.

Explain to the learners that all responses are worthwhile. A job that may be important to one learner may not be important to another learner. Where one learner sees good in one job, another learner may see undesirable qualities. There needs to be a difference of opinions if we find workers for all types of jobs.

Instruct the learners to think about the suggested job possiblilities and think in their minds about a specific job they would like to investigate and learn more about.

Have each learner construct a paper folder from a 12" x 18" sheet of colored construction paper to be used as a cover for his booklet. If the learner desires he may decorate the cover. Distribute construction paper and crayons to the learners. Circulate among the learners to assist them if necessary.

Advise the learners that this folder will protect all information that they use and discuss pertaining to this series of lessons. They should do their best to keep all papers neat because they will become the pages of their final booklet.

SUMMARY

Re-emphasize that for a sixth grader there are many opportunities available for earning money. If the learner is desirous of working and is alert to his neighborhood and community life, he/she can usually find some type of job.

Challenge the learners to look for and be aware of articles, pictures, and any information they might find pertaining to any of the jobs mentioned by the class. These could be shared with the class, used for their own booklets, or displayed on the bulletin board. Ask each learner to talk with his friends, neighbors, and parents to get their ideas and viewpoints about jobs he/she could do to earn money.

For the next session a guest speaker, who is an employer, will speak about the personal characteristics that most employers value in an employee, and he/she will explain why these characteristics are valued.

Assessment Procedures

DESCRIPTION

A completion item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor. (Since there are many answers possible, ten possible answers are given.)

KEY

Suggested responses:

1. Washing dishes
2. Yard work
3. Ironing
4. Window washing
5. Newspaper delivery
6. Baby-sitting
7. Wash cars
8. Collecting recyclable materials
9. Shine shoes
10. Selling greeting cards

Note: Accept other similar responses suggesting work a sixth grader could do.

Name_____

Date_____

Lesson 1

ASSESSMENT ITEM

List <u>eight</u> ways that you could earn money.

1.

2.

3.

4.

5.

6.

7.

8.

WAYS TO EARN MONEY

1. Collection of recylable materials such as:
   a. Newspapers
   b. Bottles
   c. Cans
      (1) Aluminum
      (2) Tin

2. Pet care
   a. Feed
   b. Exercise
   c. Groom
   d. Board

3. Car wash

4. Shoe shine

5. General sales
   a. Seeds
   b. Greeting cards
   c. Candy
   d. Cookies
   e. Arts and crafts

6. Baby-sitting

7. Yard work
   a. Cut and trim grass
   b. Water grass, flowers, and shrubs

8. Newspaper delivery

9. Household chores
   a. Dishes
   b. Garbage
   c. Ironing
   d. Window washing
   e. Cleaning
   f. Maintenance and repairs

10. Jobs typical of a geographical area
    a. Shovel snow
    b. Sell and deliver wood
    c. Fruit or vegetable picking

JOB OPPORTUNITY

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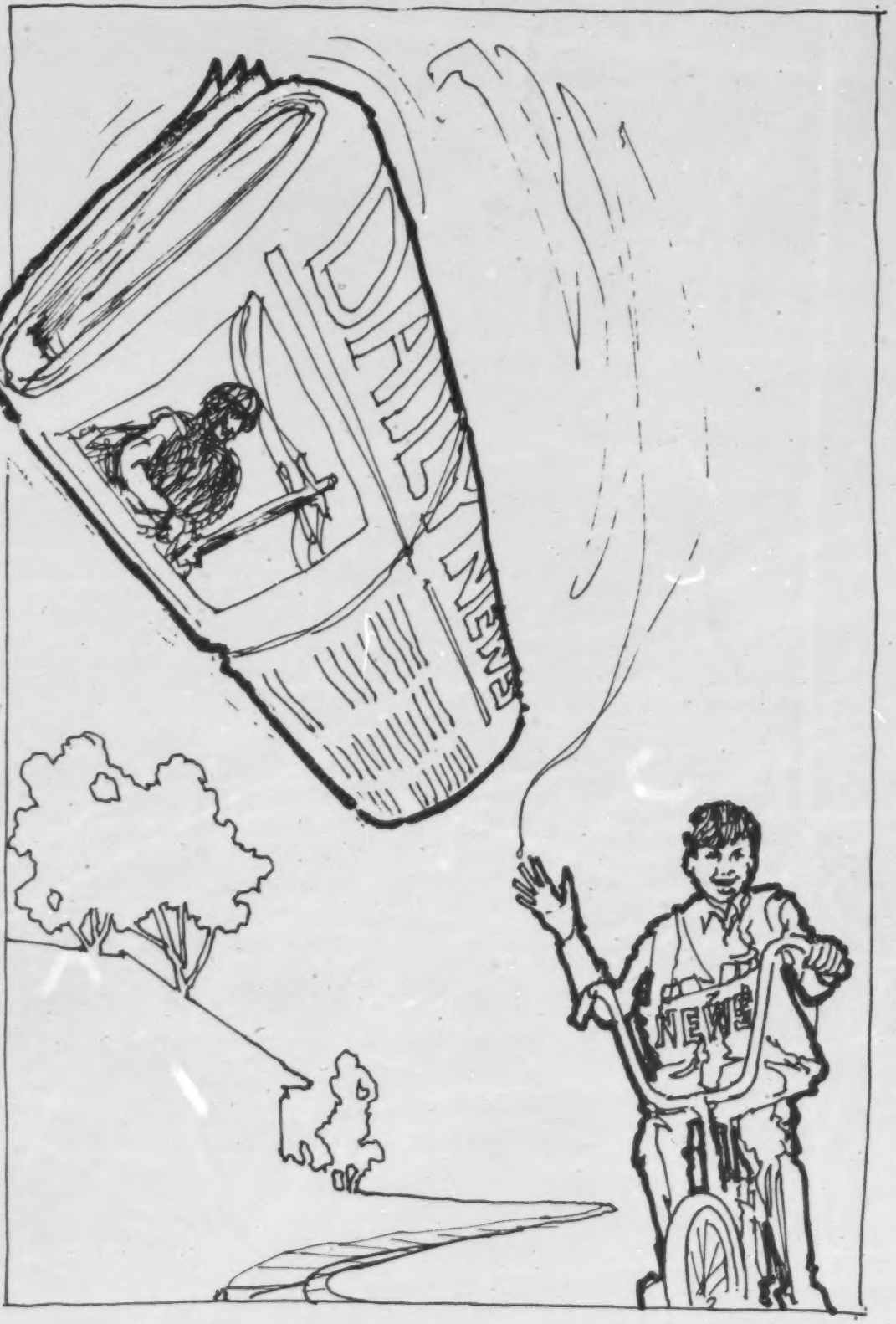


JOB OPPORTUNITY

JOB OPPORTUNITY

PERSONAL CHARACTERISTICS VALUED BY MOST EMPLOYERS

LESSON TWO

CONCEPT

There are personal characteristics of an employee that are valued by most employers.

PERFORMANCE OBJECTIVE

The learner will list personal characteristics of employees that are valued by most employers and explain why these characteristics are valued.

LESSON TIME

Session I - 1 hour 30 minutes
Session II - 1 hour

NEW VOCABULARY

Personal	- a term which means relating to the person - I, me
Characteristic	- a trait or quality. Characteristic applies to something that distinguishes or identifies a person or thing
Personal characteristic	- a term which means a special trait or quality that a person has that distinguishes or identifies him/her as different than someone else

Punctuality	-	a term which means to be on time; prompt
Responsibility	-	a term which means to answer for one's conduct; reliable
Dependability	-	the quality of being reliable and trustworthy
Honesty	-	the quality of telling the truth; fair; just; not cheating
Politeness	-	a term which means having good manners; being kind and thoughtful; courteous
Physical Characteristics	-	a term which means of or relating to the body
Congeniality	-	a term which means being agreeable; suitable; compatable
Ambition	-	a desire for success; having an aim or goal
Personal hygiene	-	the science concerned with keeping the body clean, well and strong
Eagerness to learn or help	-	a learner follows through and completes his job or task to the best of his ability.
Doing more than is expected or outlined	-	a learner is willing to learn all he can about a job. He spends more time and energy in his work than it outlined.
Work reputation	-	an opinion of what people think and say about a person's work
Employee	-	the person who is hired for a job (worker)
Employer	-	the person who hires you (boss)

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheet: *Guest Speaker Information Sheet*	Guest speaker 8 1/2" x 11" writing paper

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheets: *Personal Characteristics* *Personal Characteristics and the Reasons They Are Valued* Worksheet keys: *Personal Characteristics Answer Key* *Personal Characteristics and the Reasons They Are Valued Answer Key* *Discussion Strategy* (Appendix A) *Guest Speaker Strategy* (Appendix A) Assessment item	Magazines String or thread Scissors Glue Wire Hanger Tissue paper

INSTRUCTOR PREPARATION TASKS

Obtain 8½" x 11" writing paper for each learner to write a thank you letter to the guest speaker.

Collect art materials such as magazines, tissue paper, string, thread, scissors, glue, and wire or hangers for a mobile project.

Arrange for a guest speaker from your local employment agency, your school principal, or any qualified employer of your choice.

Write the guest speaker's topic on the chalkboard.

Read the *Guest Speaker Information Sheet* and prepare and deliver a copy of it to your guest speaker.

Duplicate the following items for each learner:

1. *Personal Characteristics*
2. *Personal Characteristics and the Reasons They Are Valued*
3. Assessment item

Review the following strategies:

1. *Discussion Strategy*
2. *Guest Speaker Strategy*

Compile information pertaining to ways a sixth grader can earn money obtained in the discussion in Lesson 1 and prepare and duplicate as an information sheet for each learner. Use the information sheet entitled *Ways to Earn Money* as a sample.

INSTRUCTIONAL PROCEDURES

SESSION I

PERSONAL CHARACTERISTICS VALUED BY MOST EMPLOYERS

INTRODUCTION

During the previous session the learners suggested ways in which they could work and earn money. They learned that there are many possibilities if they are alert (wide awake) and have a desire to work.

In the last lesson the learners were asked to look for, and be aware of articles, pictures, and any information they might find pertaining to any of the jobs mentioned by the class. The learners were asked to talk with their friends, neighbors, and parents to get their ideas to share with the group any information and materials they might have found pertaining to any of the jobs mentioned by the class. If they have found out about some additional jobs they could do to earn money, have them report these suggestions to the class.

Tell the learners that there are important personal characteristics which the learners should be aware of in order to be successful in their jobs. The learners will need to analyze themselves to see what characteristics they may possess or what they need to improve upon or gain. Also, they should be aware of why they should gain these characteristics.

In today's session a guest speaker will discuss personal characteristics of employees that are valued by most employers and why these characteristics are valued.

TASKS

Begin the discussion about personal characteristics by asking the class to define personal characteristics.

Desired responses:

1. *Personal means relating to the person - I, me.*
2. *Characteristic means trait or quality.*

Explain that characteristic applies to something that distinguishes or identifies a person or thing.

Example: One of John's personal characteristics is honesty. He always tells the truth.

Repeat for the learners the definition of *personal characteristics*, that is: special qualities a person has.

Distribute copies of the worksheet *Personal Characteristics* and have the learners list the characteristics as the discussion follows.

Desired responses and examples are given. The learners may have their own definitions and examples; if so, leave out the sample ones unless you feel they clarify a point.

Punctuality means to be on time; prompt; not late.

Examples: If the learner tells Mrs. Green that he would be at her house at 4 p.m. to mow the lawn, he should arrive there at 4 p.m. If something important comes up and he is unable to be there at 4 p.m., he should telephone Mrs. Green and arrange for another time. John is punctual in picking up his newspapers.

Responsibility means being able to answer for one's conduct.

Examples: Mary is responsible for drying the cars after they have been washed. She has to answer for it if the cars are not dried properly. Bill is a responsible person. You can always depend upon him to finish his paper route on time.

Dependability means capable of being trusted; reliable.

Example: James is dependable. If he promises to do something, you can be sure he will do it.

Honesty means to tell the truth; fair; just; not cheating.

Example: A sales person is honest when he reports accurately the sales he makes. He doesn't cheat, steal, or lie.

Politeness is having good manners; being kind and thoughtful; courteous.

Example: It is polite to thank people when you receive money for your work. A person is polite if he remembers to say please, thank you, and you're welcome.

Physical characteristics means of or relating to the body.

Example: Bill's physical characteristics show that he is tall, weighs about 85 pounds, and is very strong.

Mention that some jobs demand greater physical strength or limitations than other jobs. Ask the learners to name jobs they can think of that have these demands.

Possible responses:

1. *(Girl) I'm not strong enough to start a lawn mower and push it if the grass is long and thick.*
2. *(Girl) A lawn mower doesn't give me any problems. I like to push a lawn mower. It's good exercise.*
3. *(Boy) I have a hard time mowing a lawn. I can hardly manage that big machine, let alone get it started.*

Explain that these jobs could involve either boys or girls. Jobs that are too strenuous for some boys, some girls may be able to handle and vice versa. Tell the learners to determine their own physical strengths and weaknesses in relation to a particular job. Perhaps a learner has a difficult time waking up in the morning. If so, he probably wouldn't desire an early morning paper route. Mention that if a learner isn't physically mature enough to manage a bicycle loaded with newspapers, he wouldn't want a newspaper route.

Congeniality means agreeable, suitable; compatible; getting along well with others.

Example: James is a congenial person because he tries to get along well with others.

Ambition means having an aim; goal; a great desire for success.

Example: Learners who are ambitious are more likely to find a job and be successful. They are more likely to be prompt. They do more than is expected of them. They don't give up easily. Therefore, they are more successful and usually are aware of available jobs.

Personal hygiene is a science of keeping your body well and strong.

Example: Janet has good personal hygiene. She eats food that is good for her and gets daily exercise.

Ask if they know what the difference between personal hygiene and good grooming is.

Desired response:

Personal hygiene has to do with health - keeping your body well and strong. Good grooming is to be clean, neat, and well cared for.

Advise the learners that when they are seeking or interviewing for a job they should present themselves to an employer in a clean, neat and orderly fashion.

Mention that some jobs will allow cut offs, old jeans, and shorts but other jobs demand at least school clothes.

Completion of an assigned task is a very valuable factor for establishing a good employer-employee relationship. If the learner is given a particular job to do, he should follow through and complete this job to the best of his ability.

Example: If the learner is given a job to mow the lawn, he doesn't stop when the lawn is half mowed, but completes the job and makes sure all tools are put away before he leaves.

Eagerness to learn or help means if the learner does not know a lot about his specific job, he should be willing to learn all he can about it. Also, he should help in any way he can in preparing for or performing his work.

Example: If you are delivering newspapers and you were given a new route, you should try to learn all your customers' names and addresses so that you don't miss anyone, and you can perform your job more quickly and efficiently.

Doing more than is expected or outlined is a personal characteristic that is very important to try to follow. If the learner is willing to do a little extra in his work, this builds better relationships and tells the employer he is willing to spend more time and energy in his work.

Example: If the learner is baby-sitting and there are dirty dishes in the sink, when the children are all in bed and settled for the night, the learner could wash the dishes and straighten up the kitchen.

Tell the learners that all of these personal characteristics establish a good work reputation. Let us define *work reputation.*

Desired response:

Work reputation is what people think and say about a person's work.

Examples: If a person does his work well and the employer is pleased with the quality, he might say to his friends, "Mary is a hard worker. She has an excellent reputation."

It is important in any job situation to have a good work reputation. If you do your work well while baby-sitting, the word spreads and you will be asked for more baby-sitting jobs. If you are prompt in delivering newspapers and throw the papers in the proper place, you soon build an excellent reputation.

When the discussion is finished, have the learners place their completed personal characteristics worksheet in their booklet.

Have the learners compare the difference between *employee* and *employer.*

Desired responses:

1. *Employee is the person who is hired for a job (worker).*
2. *Employer is the person who hires you (boss).*

Prepare the learners for the guest speaker. There are things the learners will need to listen for during the speaker's presentation. Have them listen for the different types of personal characteristics and be able to tell why these personal characteristics are valued. Have the learners think of questions to ask the guest speaker such as:

1. *What would happen if a person came late for work?*
2. *If you were responsible for some money and lost it, what could you say to your employer?*
3. *What would you do if you took a job and then found out it was too difficult for you?*

Introduce the guest speaker and allow him 30 minutes for his talk. Have his topic written on the chalkboard.

Following the talk, have a five minute question and answer period.

Have the learners write a thank you letter to the guest speaker. The letter should include a special thank you to the guest speaker for taking the time to come to the class and speak about personal characteristics. The learners could comment on the thing they liked best about his talk.

Sample letter:

_____ School
735 North Center Street
Mesa, Arizona 85202

Dear_____,

I would like to thank you for taking the time to visit our class, explaining to us about personal characteristics, and telling us why they are valued.

The thing I liked best about your talk was your personal experience concerning honesty.

Sincerely,

_____

SUMMARY

In today's lesson (guest speaker's name) spoke to the class about the personal characteristics of employees that are valued by most employers. He also explained why these characteristics are important for the learner to have.

Ask the learners to consider what personal characteristic they think identifies a good employee. Also, tell why it's valued in a particular job.

Possible response:

Honesty - If you were selling seeds or cards you would need to be honest in keeping track of the money you collected, then report the correct amount of money to the company. You would need to be accurate in figuring your share of the money.

In the first lesson the learners suggested jobs they could do at their particular age level to earn money. After making a list of personal characteristics and listening to the speaker today, ask the learners if they understand that it is important for them to have good personal characteristics in order to satisfy their employer and build good relationships.

Tell the learners that if they follow these guidelines they will establish a reputation which will assist them in attaining other jobs. Explain to the learners that if an employer is satisfied with their work he would give them a good recommendation for other jobs.

Mention to the learners to be thinking of different personal characteristics and the reasons why they are important. These ideas will be used in tomorrow's lesson when they construct their mobiles.

SESSION II

CONSTRUCTING A MOBILE

INTRODUCTION

During the first session of Lesson 2 the guest speaker discussed personal characteristics of employees that are valued by most employers and why these characteristics were valued.

Have a learner distribute the *Personal Characteristics and the Reasons they are Valued* worksheet. Explain to the learners that they, at the conclusion of Session I, were to be thinking about these personal characteristics and the reasons for their importance. Have the learners list the personal characteristics and the reasons they are important. Allow 15 minutes for this activity.

Tell the learners that in today's session they will construct mobiles. They will transfer their worksheet answers over to their mobiles. On the one side they will display the personal characteristics, and on the other side they will state the reason the characteristic is valued. Mention to the learners that the purpose of these mobiles will be to display the personal characteristics they choose and the reason they feel each one is valuable.

TASKS

Have the learners construct their mobiles.

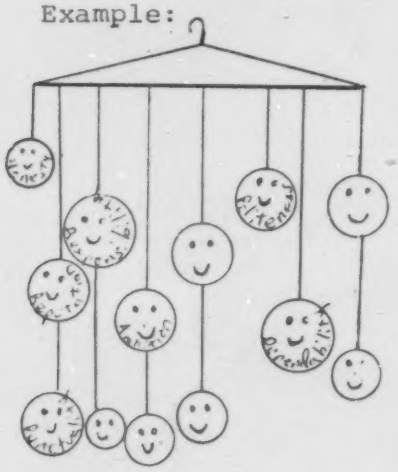
There are several ways the learners could make their mobiles. The mobiles could range from the very simple up to the more complicated ones. It would be desirable for the learners to have as many objects as they have characteristics on their worksheet.

Sample 1: Hanger Mobile (A hanger with cardboard tube at the base is best.)

First have the learners bend the hook on the hanger to prevent it from snagging. Next they could draw, color, and cut out designs such as birds, fish, smiling faces, or flowers. Then they could either print the word such as "honesty" on the design, or they could cut out letters from magazines and glue them on the design.

On the opposite side of the design the learners would print or write the reason the characteristic is valued. Last they would attach string or thread of different lengths to the design and then to the hanger.

Example:



FRONT

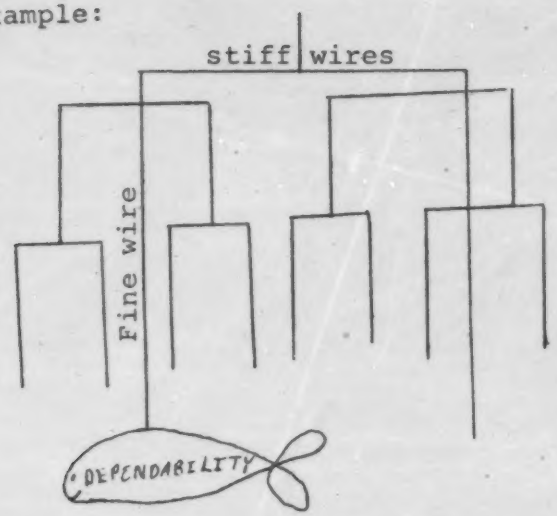
BACK

Sample 2:

Another suggestion would be to use the string dipped in glue and shape it onto colored tissue paper. When it is dry, trim around the design. Print or cut letters from magazines to make the words and glue them on the design. On the opposite side print or glue letters stating the reason the personal characteristic is valued. Use a fine strong wire to hold the mobile. Use stiff wire for the cross pieces, then dangle the fine wire from this cross piece with the design on the other end of the wire.

The learner may wish to sketch his design with pencil on the colored tissue paper before shaping the string onto it.

Example:



FRONT

Example:

FRONT BACK

SUMMARY

The learners listed personal characteristics and the reasons they are valued. These were transferred over to the mobiles which the learners constructed. Tell them to slip the completed worksheet carefully into their booklets.

Ask the learners to take the personal characteristics worksheet (completed in Lesson 2, Session I) out of their booklet. Have them put a circle around one characteristic they feel they would like to include in their personal life and practice doing that specific characteristic. When they feel they have that mastered, they may choose another one to work on. Have the learners practice these characteristics in their school work as well as in everyday living situations.

During the next lesson the learners will learn about other considerations that are important when one is applying for a job.

ASSESSMENT PROCEDURES

DESCRIPTION

A completion item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

Suggested responses:

	Characteristic	Why Valued
1.	Politeness	Manners please employers
2.	Dependability	Employer can always count on you
3.	Punctuality	Being on time helps employer
4.	Honesty	Employer can trust you with money
5.	Congeniality	Employer finds you easy to work with

Note: Accept other similar responses for the characteristics and reasons they are valued.

Name_____

Date_____

Lesson 2

ASSESSMENT ITEM

List five personal characteristics of employees and explain why these characteristics are valued.

	Characteristic	Why Valued
1.		
2.		
3.		
4.		
5.		

GUEST SPEAKER INFORMATION SHEET

The class has been suggesting ways, such as yard work, baby-sitting, and newspaper delivery that a sixth grader can work at and earn money. They would like to learn desirable qualities which would help them be successful in obtaining a job and later in working at that particular job.

Your topic is: Personal characteristics of employees that are valued by most employers and explain why these characteristics are valued.

Below is a sample list of personal characteristics and the reason why they are valued in a job situation.

These characteristics were discussed in the classroom. In light of this, what examples can you give from your own work or personal experiences that would give additional information?

Personal means relating to the person (I, me).

Characteristic means a trait or quality. Characteristic applies to something that distinguishes or identifies a person or thing.

Personal characteristic means a special trait or quality that a person has that distinguishes or identifies him/her as different than someone else.

Punctuality means to be on time; prompt; not late.

Examples: If an employee tells Mrs. Green that he would be at her house at 4 p.m. to mow the lawn, he should arrive there at 4 p.m. If something important comes up and he is unable to be there at 4 p.m., he should telephone Mrs. Green and arrange for another time. John is punctual in picking up his newspapers.

Responsibility means being able to answer for one's conduct.

Examples: Mary is responsible for drying the cars after they have been washed. She has to answer for it if the cars are not dried properly. Bill is a responsible person. You can always depend upon him to finish his paper route on time.

Dependability means capable of being trusted; reliable.

Example: James is dependable. If he promises to do something, you can be sure he will do it.

Honesty means to tell the truth; fair; just; not cheating.

Example: A sales person is honest when he reports accurately the sales he makes. He doesn't cheat, steal, or lie.

Politeness is having good manners; being kind and thoughtful; courteous.

Example: It is polite to thank people when you receive money for your work. A person is polite if he remembers to say please, thank you, and you're welcome.

Physical characteristics means of or relating to the body.

Example: Bill's physical characteristics show that he is tall, weighs about 85 pounds, and is very strong.

It was mentioned that some jobs demand greater physical strengths or limitations than other jobs. These jobs could involve either boys or girls. Jobs that are too strenuous for some boys, some girls may be able to handle and vice versa. The student needs to determine his own physical strengths and weaknesses in relation to a particular job. If a student has a difficult time waking up in the morning, he probably wouldn't desire an early morning paper route. If a student isn't physically mature enough to manage a bicycle loaded with newspapers, he wouldn't want a newspaper route.

Congeniality means agreeable; suitable; compatible; getting along well with others.

Example: James is a congenial person because he tries to get along well with others.

Ambition means having an aim; goal; a great desire for success.

Example: Learners who are ambitious are more likely to find a job and be successful. They are more likely to be prompt. They do more than is expected of them. They don't give up easily. Therefore, they are more successful and usually are aware of available jobs.

Personal hygiene is a science of keeping your body well and strong.

Example: Janet has good personal hygiene. She eats food that is good for her and gets daily exercise.

The class defined the difference between personal hygiene and good grooming.

Personal hygiene has to do with health - keeping your body well and strong. Good grooming is to be clean, neat, and well cared for.

You might mention the type of dress that is acceptable for certain jobs.

Completion of an assigned task is a very valuable factor for establishing a good employer-employee relationship. If the learner is given a particular job to do, he should follow through and complete this job to the best of his ability.

Example: If the learner is given a job to mow the lawn, he doesn't stop when the lawn is half mowed, but completes the job and makes sure all tools are put away before he leaves.

Eagerness to learn or help means if the learner does not know a lot about his specific job, he should be willing to learn all he can about it. Also, he should help in any way he can in preparing for or performing his work.

Example: If you are delivering newspapers and you were given a new route, you should try to learn all your customers' names and addresses so that you don't miss anyone, and you can perform your job more quickly and efficiently.

Doing more than is expected or outlined is a personal characteristic that is very important to try to follow. If the learner is willing to do a little extra in his work, this builds better relationships and tells the employer he is willing to spend more time and energy in his work.

Example: If the learner is baby-sitting and there are dirty dishes in the sink, when the children are all in bed and settled for the night, the learner could wash the dishes and straighten up the kitchen.

The class discussed the fact that all of these personal characteristics establish a good work reputation.

Work reputation is what people think and say about a person's work.

Examples: If a person does his work well and the employer is pleased with the quality, he might say to his friends, "Mary is a hard worker. She has an excellent reputation."

It is important in any job situation to have a good work reputation. If you do your work well while baby-sitting, the word spreads and you'll be asked for more baby-sitting jobs. If you are prompt in delivering newspapers and throw the papers in the proper place, you soon build an excellent reputation.

DEVELOPMENTAL AND PSYCHOLOGICAL LEVEL OF THE LEARNER FOR THE GUEST SPEAKER

The class is composed of (number) eleven- and twelve-year-olds.

The child has a basic foundation for thinking, reading, and writing. He distinguishes between fantasy and reality and shows ability to memorize. He applies simple thought to a wide variety of subjects. He can recognize a problem and is capable of brief thinking about it. He is capable of thinking socially and exercising self-correction. He accepts the values of adults.

There is a period of rapid growth in weight and height. Boys are less mature than girls. The secondary sex characteristics (physically) are beginning to develop. There is rapid muscular growth and uneven growth of different parts of the body. Children of this age have enormous appetites. There is a wide range of individual differences in maturity level among this age group. There is a marked difference in the interests of boys and girls, with much teasing and antagonizing going on. Both, however, are very interested in activities to earn money.

Name_____

Date_____

Lesson 2, Session I

PERSONAL CHARACTERISTICS

Directions: List the personal characteristics of employees.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

Name_____

Date_____

Lesson 2, Session II

PERSONAL CHARACTERISTICS AND THE REASONS THEY ARE VALUED

Directions: List the personal characteristics and the reasons they are important.

Characteristic	Importance
1.	
2.	
3.	
4.	
5.	

PERSONAL CHARACTERISTICS KEY

Directions: List the personal characteristics of employees.

1. Punctuality
2. Responsibility
3. Dependability
4. Honesty
5. Politeness
6. Ambition
7. Personal hygiene
8. Completion of an assigned task
9. Eagerness to learn or help
10. Doing more than is expected or outlined
11. Physical characteristics
12. Congeniality
13. Work reputation

PERSONAL CHARACTERISTICS AND THE REASONS THEY ARE VALUED KEY

Characteristic	Importance
1. Politeness	Manners please employers
2. Dependability	Employer can always count on you
3. Punctuality	Being on time helps employer
4. Honesty	Employer can trust you with money
5. Congeniality	Employer finds you easy to work with

IMPORTANT CONSIDERATIONS TO LEARN ABOUT

LESSON THREE

CONCEPT

There are other considerations that are important when one is applying for a job.

PERFORMANCE OBJECTIVE

The learner will list considerations, other than personal characteristics, that are important when one is applying for a job.

LESSON TIME

1 hour

NEW VOCABULARY

Academic skills - skills learned in a school situation

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Other Considerations Questionnaire*	
Worksheet Key: *Other Considerations Questionnaire Key*	
Discussion Strategy (Appendix A)	
Assessment item	

Instructor Preparation Tasks

Display the mobiles that were constructed in Lesson 2, Session II.

Write the considerations as listed in the lesson on the chalkboard.

Review the *Discussion Strategy*.

Duplicate the following items for each learner:

1. *Other Considerations Questionaire*
2. Assessment item

Instructional Procedures

INTRODUCTION

The learners have suggested ways they could work and earn money. They also learned that there are desirable personal characteristics which they should try to make a part of their lives.

Ask the learners to take the personal characteristics worksheet (Lesson 2, Session I) out of their booklet and tell how successful they were in making use of the characteristics they circled (Lesson 2, Session II).

If you feel that circling a characteristic is valuable and learning is taking place, have the learners continue choosing a characteristic to work on. If not, omit further activity with the personal characteristics.

Ask the learners to share any additional information they may have concerning jobs (Lesson 1).

Have the learners explain their mobiles which were previously constructed (Lesson 2, Session II) and displayed about the room.

Advise the learners that there are other considerations, besides personal characteristics, they should learn and think about before deciding which job they would like to follow in the world of work.

TASKS

Write the following considerations on the chalkboard. In this lesson the learners will discuss considerations such as:

1. Desire
2. Parental approval
3. Demand
4. Getting turned down
5. Selection
6. Academic skills
7. Skills learned in a school situation
8. Training or past experience

Explain to the learners that *academic skills* refer to skills learned in a school situation.

Ask the learners what would be some things they might consider before entering the world of work.

Desired responses:

1. *Do I have the desire to work and earn money?*
2. *Do I have the time to devote to it?*
3. *Does my family approve?*
4. *What are my skills and interests?*

Remark that both desire and interest are the important qualities that they need to have and consider. Advise the learners that as another consideration, they will need to determine what their parents will allow them to do. Have the learners suggest a few of the things their parents will allow them to do.

Possible responses:

1. *I am allowed to go to the store which is ten blocks away.*
2. *I can stay up past eight o'clock at night.*
3. *I can go on an overnight camping trip.*
4. *My parents will let me have a slumber party.*
5. *I know I can take a part-time job.*
6. *My parents will let me have an early morning paper route.*
7. *I think I could stay up at night and baby-sit.*

Ask the learners what conclusion they can make in view of what they feel they would be allowed to do. *Do you really know what you can do?*

Possible responses:

1. *I don't know what my parents will allow me to do, maybe I should check.*

2. *In think I'll talk with my parents and make sure I have their approval and support before I get involved with a job.*

Those are very good suggestions.

Have the learners analyze demand as a consideration. Ask if there is a certain time of the year when there are more jobs available. As the learners respond, have them think of those specific job situations that were suggested in Lesson 1.

Desired responses:

1. *I wouldn't wait until the middle of summer to look for a job mowing lawns. All the jobs in our neighborhood are taken by then. People plan their vacations and arrange for yard care work early in the spring before school is out.*
2. *Just before school is out is a good time to inquire about a newspaper job, because those who have had these jobs are usually tired and want the summer free.*
3. *I think fall is the best time to look for a newspaper job, because school starts and a lot of people don't like to work during the school year.*
4. *Baby-sitting seems to be popular all year. In the summer there are more jobs available to baby-sit for a longer period of time. Parents who are working need a sitter to tend their children who are out of school.*
5. *Summer is a good time to sell cold drinks.*
6. *Right after Halloween (early part of November) is a good time to sell Christmas cards.*

Explain that getting turned down for a job, or from not making a sale is another consideration. Ask the learners what they would do if they didn't get a job that they had applied for:

Desired response:

I wouldn't give up. I would just try harder to find a job.

Mention to the learners that there is no disgrace in being turned down for a job or from not making a sale. Tell them that salesmen make many contacts before they make a sale. This is all part of a learning process. If this occurs the learners should examine what they are doing or what they are not doing, in presenting themselves. They should keep a happy, positive attitude.

Ask the learners if they can select just the job they want, the type of work they like and the amount of money they earn. Selection of a job is an important consideration.

Desired response:

I would like a newspaper route in our neighborhood so I'm going to ask for one close to home. If they don't have a route available in our neighborhood, I'll take what they have and then transfer when one becomes available.

Indicate to the learners that they may not be able to be too selective in their first job. As the learner stated, sometimes they may not have a choice but will need to apply for or accept a particular job that is available. Advise the learners that this gives them experience in working. Tell them that they may have to begin working in a less desirable type of job at first, then later, they may find a more interesting or desirable job. Ask if they can determine the amount of money they will be payed for a certain job.

Desired responses:

1. *Not Always. My neighbor gave me $1 to mow his lawn last summer and I have a friend that made $2 for mowing about the same size lawn.*
2. *Some people pay 50 cents an hour for baby-sitting. Other people take into consideration the number of children and how long they will be gone and then pay accordingly.*
3. *When I've gone baby-sitting I never know what I'll be paid. I just accept whatever they want to pay me.*

Remind the learners that experience and their age are two factors that determine how much money they make and the types of jobs they will be able to find. The choice of jobs and the amount of money they can earn will be greater when they become 16 years old.

Have the learners think of skills they have learned in school as other considerations in preparing them for a job situation.

Desired responses:

1. *Knowing how to read and write prepares us for any job.*

2. *We need to know math if we are going to make change and handle money.*
3. *Being able to tell time helps us in any job situation.*
4. *It is necessary for us to know how to follow directions. Our school experiences help us learn this.*
5. *If we are dependable in carrying out our school assignments, it will help us be dependable in any job situation.*
6. *Being a patrol boy helps us to learn responsibility. We also learn safety in caring for and protecting younger children.*

The last consideration we will discuss concerns what training or past expefience the learners have had for a particular job. Mention to the learners that any past training or experience with a particular job will help them obtain that same type of job or a similiar one.

Have the learners tell what training or past experience they might have had for a particular job.

Desired responses:

1. *I have tended my younger sister and I enjoy playing with children.*
2. *I have helped my older brother deliver his newpapers.*
3. *A few of us got together last summer and sold punch and cupcakes.*
4. *I've mowed my parents lawn since I was ten years old.*
5. *I collected newspapers for the boyscout troop.*

If the learners have responded well in the discussion praise them for the contributions they have made.

SUMMARY

Repeat to the learners that in today's lesson they have discussed considerations, other than personal characteristics, that are important when one is applying for a job. Review from the chalkboard these considerations: desire, parental approval, demand, getting turned down, selection, academic skills, and training or past experience for a job.

Distribute the *Other Considerations Questionnaire* to the learners. Explain that the questionnaire contains the considerations which were discussed. They are to answer these questions as best as they can and give their honest opinion.

Circulate among the learners and answer any individual questions which may arise.

Allow 15 minutes for this activity. Have the learners put their completed questionnaires in their booklet.

Advise the learners that in the next lesson they will list different methods of advertising their services for a job. They will also make samples of various visual aids that could be used in advertising their services for a particular job.

Assessment Procedures

DESCRIPTION

A completion item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1. Desire or interest in work
2. Parental approval
3. Demand for certain workers
4. Getting turned down
5. Selection of type of work
6. Academic skills
7. Training or past experience

Note: Any other reasonable response should be accepted.

Name_____

Date_____

Lesson 3

ASSESSMENT ITEM

List six considerations, other than personal characteristics, that are important when one is applying for a job.

1.

2.

3.

4.

5.

6.

Name_____

Date_____

Lesson 3

OTHER CONSIDERATIONS QUESTIONNAIRE

Directions: Answer the following questions.

1. If you have the desire to work, what job would you like to do?

2. Would your parents approve of you working at this particular job?

3. Is there a demand for or a special time to look for this job?

4. You may get accepted for this job but what would you do if you were turned down?

5. Do you think you would be able to select just the job you want?

6. What skills have you learned in school or at home that will help you in this job?

7. What training or past experience have you had for this particular job?

OTHER CONSIDERATIONS QUESTIONNAIRE KEY

1. If you have the desire to work, what job would you like to do?

   Baby-sit

2. Would your parents approve of you working at this particular job?

   Yes

3. Is there a demand for or a special time to look for this job?

   I think if you let people know that you can baby-sit you will get jobs all during the year. The summer time is especially good for baby-sitting jobs during the day.

4. You may get accepted for the job but what would you do if you were turned down?

   I would keep looking and asking until I found someone who needed me to baby-sit

5. Do you think you would be able to select just the job you want?

   No

6. What skills have you learned in school or at home that will help you in this job?

   Patience, understanding, reading, math, writing, art, spelling, and dependability

7. What training or past experience have you had for this particular job?

   I have tended my younger brother. I like children.

INTRODUCTION TO ADVERTISING

LESSON FOUR

CONCEPT

There are methods of advertising one's services for a job.

PERFORMANCE OBJECTIVE

The learner will list methods of advertising his services in order to obtain a job.

LESSON TIME

Session I - 45 minutes
Session II - 1 hour
Session III - 1 hour 45 minutes

NEW VOCABULARY

Re'sume' - summary of yourself and your qualifications that you prepare to give to an employer

Role Playing - acting out the part or function of another person

Prospective - something looked forward to; expected; anticipated

Resources Required

FOUND WITHIN UNIT	ACQUIRED BY INSTRUCTOR
Session I	
Worksheet: *Ways to Advertise*	
Worksheet key: *Ways to Advertise Key*	
Discussion Strategy (Appendix A)	
Storytelling Strategy (Appendix A)	
Session II	Session II
Information sheet: *Rules for Using the Telephone*	Overhead projector
Discussion Strategy (Appendix A)	
Role-Playing Strategy (Appendix A)	
Session III	Session III
Information sheet: *Rules for Talking to People*	8 1/2" x 11" unlined white paper (two sheets per person)
Sample 3" x 5" Information Card	
Sample Newspaper Ad	
Sample Bulletin Board Ad	
Sample Resumé	
Sample 8 1/2" x 11" Flyer	

RESOURCES REQUIRED (Continued)

FOUND WITHIN UNIT	ACQUIRED BY INSTRUCTOR
Discussion Strategy (Appendix A) Assessment item	

INSTRUCTOR PREPARATION TASKS

Session I

Write on the chalkboard the following subject titles:
1. General Methods of Advertising
2. Ways to Advertise

Review the following strategies:
1. *Discussion Strategy*
2. *Storytelling Strategy*

Duplicate one copy of *Ways to Advertise* for each learner.

Session II

Prepare a transparency from the information sheet *Rules for Using the Telephone.*

Review the following strategies:
1. *Discussion Strategy*
2. *Role-Playing Strategy*

Duplicate one copy of *Rules for Using the Telephone* for each learner.

Session III

Write the following headings on the chalkboard:
1. Personal Contact
2. Talking to People
3. Rules for Talking to People

Review the *Discussion Strategy.*

Duplicate the following items for each learner:

1. *Rules for Talking to People*
2. *Sample Resumé*
3. *Sample 3" x 5" Information Card*
4. *Sample 8 1/2" x 11" Flyer*
5. *Newspaper Ad*
6. *Bulletin Board Ad*
7. Assessment item

INSTRUCTIONAL PROCEDURES

SESSION I - INTRODUCTION TO ADVERTISING

INTRODUCTION

The learners have discovered jobs they could do to earn money. They learned about personal characteristics that are valued by most employers and the considerations that are important when one is applying for a job.

In today's session the learners will become aware of the different methods of advertising their services in order to obtain a job. They will list these methods and then in the next lessons construct visual aid samples of the various ways they can advertise their services for a particular job.

TASKS

To begin the lesson tell the following story:

> Bill and his family lived on Cambridge Drive. Everyone in the neighborhood knew Bill very well. They knew he loved sports and was really a great softball pitcher. Bill's sixth grade class at school thought he was the greatest fellow. He was always chosen first in any activity. The best characteristic he had was that he was humble about his talent. He wasn't a show off and he didn't brag about what a great softball pitcher he was. He was a hard worker and an "A" student. He practiced very hard to maintain his pitching skills.

One day, to everyone's dissappointment, the Halloway family moved to Westfield. Bill was still a great fellow and a tremendous softball pitcher but no one on his street knew him. He didn't know anyone at school. People weren't aware of his talent.

How is Bill going to let everyone know of his abilities and his skill as a softball pitcher?

Possible responses:

1. *Go tell his next door neighbor or the children in the neighborhood.*
2. *Have his father talk to the softball coach in the community.*
3. *Get up a softball game in the neighborhood and demonstrate his ability as a pitcher.*
4. *Talk to the teacher at school.*

Ask the learners what they are trying to have Bill do.

Desired response:

1. *He is trying to let his new friends and neighbors know about his abilities.*

2. *He is trying to advertise the fact that he is a great softball pitcher.*

Explain to the learners that this is correct. He is trying to advertise his abilities. Advertise means to inform or make something known to the public through various methods.

Explain to the learners that Bill may sound like a very boastful fellow. It might not be to a person's advantage to go around advertising what they think are their abilities and skills since other people may think them a little unusual. But this is an oversimplified example of how business brings attention to the service or goods that they have to offer the public.

List the following methods on the chalkboard as they are given by the learners.

What are some of the general methods of advertising?

Possible responses:

1. *T.V. commercial*
2. *Radio commercial*
3. *Newspaper ads*

4. *Billboard signs*
5. *Match cover illustrations*
6. *Bulletin boards in stores*
7. *Telephone directory*

Tell the learners that there are very effective ways to advertise, but most of them require great amounts of money. It involves a lot of people to effectively advertise through these methods.

Explain that when they wish to find a job they need a method to let people know of their services. Have them think of simple methods of advertising that would be effective and not cost too much money.

Distribute the worksheet *Ways to Advertise*. As the discussion continues, have the learners list the various methods of advertising. List the methods on the chalkboard.

Ask the learners what methods of advertising are readily (quickly) available for a sixth grader to inquire about a job.

Desired response: The telephone

Advise the learners that the telephone is a very quick method to use to inquire about a specific job, and to advertise that you are in the market for a job. *What is another method you could use?*

Desired response:

Maybe a small ad in the newspaper wouldn't cost much.

Explain that this would be a good method to consider. *What are some other ways you can think of?*

Desired response:

I think talking to people is a good way to advertise or inquire about a job.

Tell the learners that when we talk to people other than by the telephone, we call it personal contact. Personal contact is usually the most effective method for a person to advertise their services. Have them discuss ways to advertise through personal contact.

Desired response:

You could make up an information sheet telling your name, address, phone number and something about yourself to give to people.

Explain to the learners that we call this a *résumé*. It is a summary of yourself and your qualifications that you prepare to give to an employer. A more simple method to give to the neighbors would be a 3" x 5" information card. If you wanted to include some art work, an 8 1/2" x 11" flyer would be the best.

Tell the learners that for some of these methods you should have some thoughts planned out of what you are going to say. Two of these methods could be combined such as the ideas you had planned to say to the person and the small information card to leave with him/her for future use. The method you use to advertise, depends a lot on the type of job you are seeking.

Desired response:

Would it be a good idea to put a 3" x 5" information card or ad on the bulletin boards that you see in the grocery stores and laundromats?

That is a good suggestion.

SUMMARY

Tell the learners that they have made some good comments. Now review their lists. The methods of advertising that you could use are:

1. Telephone
2. Newspaper ad
3. Personal contact
   a. Talking to people
   b. Résumé
   c. 3" x 5" information card
   d. 8 1/2" x 11" flyer
4. Bulletin board ads

Tell the learners that by learning about and making samples of these methods of advertising it will help them be more relaxed and self confident when they actually seek a job.

Have them place their completed worksheets in their booklets, and save them for use in Session III.

The learners have listed the telephone, newspaper and bulletin board ads, and personal contact as methods of advertising their services for a job.

In the second session they will learn how to properly use the telephone as a means of advertising.

SESSION II - ADVERTISING BY TELEPHONE

INTRODUCTION

In Session I of Lesson 4 the learners listed various ways of advertising. The learners then narrowed this list down to the specific methods they could use if they desired to advertise their own services.

During this lesson the learners will learn how to properly use the telephone as a means of advertising. They will role play different situations.

Have the learners take the *Ways To Advertise* worksheet out of their booklets (completed Lesson 4, Session I). Have the learners read silently through their list.

Explain to the learners that from their suggested list of methods they could use for advertising purposes they will study the telephone method first.

TASKS

Tell the learners that there are certain rules they should learn and follow in using the telephone. In today's lesson they will study only the rules that relate specifically to advertising or inquiring about a job over the telephone.

Place prepared transparency *Rules for Using the Telephone* on the overhead projector and turn the projector on.

Call on different learners to read the rules orally.

After the rules have been read remind the learners that these rules for using the telephone should be followed as closely as possible.

Ask the learners what would be a good method to actually show each other how to use the telephone properly.

Desired responses:

1. *Act out or dramatize it*
2. *Role play*

Yes, it would be fun to role play some telephone conversations.

Before dividing the class into groups for role playing, explain that *role playing* is described as acting out the part or function of another person. Tell the learners that they will also need to use their imaginations for the characters and props in each example. All participation will be voluntary. Each situation will involve at least two people from each group.

Explain to the learners that they will need to give the performers the courtesy (politeness and good manners) of not laughing. Laughing spoils role playing. They need to be a good audience so that the actor can play his role well. The way an actor portrays a role has no reflection upon him as a person. He is pretending he is someone else.

Advise the learners to try to make these situations as real to life as possible.

Divide the class into as many groups as you feel you need to role play the following:

1. Call a neighbor and inquire about yard care work.
2. Call a neighbor and inquire about a baby-sitting job.
3. Call a pet store and inquire about a pet care job.

If there are any other suggestions the learners would like to role play, divide the class into smaller groups.

An example of a situation for role playing is as follows:

Call a local newspaper and inquire about a newspaper delivery job.

This example is defined for the learners in the following story. A sample dialogue has also been provided following the story.

Edward, age 11, would like to have a job delivering newspapers. He decides to call the local newspaper office. He wants to krow if they need any delivery boys for their paper. He looks up the telephone number in the telephone directory. He realizes that the newspaper office staff usually works an eight hour day. He looks at the clock and it is 2 o'clock so he thinks it should be a good time to call.

He dials the number. A voice on the other end of the line answers. Edward tells his name very clearly and explains why he is calling. The person on the other end of the line refers his call to the circulation department. When the new person comes on the line and says, "Hello," Edward again states his name very clearly and explains his purpose for calling the newspaper office. The gentleman on the other end of the line asks Edward some questions about himself. Edward answers as well and politely as he can. The gentleman then sets up an appointment when he can meet Edward. Edward tells him thanks and goodbys are exchanged. Edward hangs up the telephone and marks on his calendar the date, time, and place of his appointment.

If you feel the learners need a sample dialogue use the following example;

Edward:	*Hello, this is Edward Johnson, I was calling to see if you need any boys to deliver your newspapers. I would like to be a newspaper boy.*
Office Person:	*Just a moment please, and I'll connect you with the circulation department.*
Edward:	*Thank you.*
Mr. Green:	*Hello, circulations department. Mr. Green speaking. May I help you?*
Edward:	*Hello. My name is Edward Johnson and I was calling to see if you need any boys to deliver your newspaper. I would like to be a newspaper boy.*
Mr. Green:	*That's great. We do have a couple of boys that are going to give up their paper routes. Do you have a bicycle?*
Edward:	*Yes, I have a good bike.*

Mr. Green: *Fine. How old are you?*

Edward: *I eleven years old.*

Mr. Green: *Good, just the right age. We have early morning paper routes and afternoon routes. Actually, being a newspaper boy is just like going into business for yourself. Will your mind collecting money for the newspapers?*

Edward: *I believe I could do that alright.*

Mr. Green: *If you enjoy meeting people, you'll enjoy being a newspaper boy. Could you come down to the newspaper office tomorrow at 10 a.m.?*

Edward: *Yes, I can be there.*

Mr. Green: *In the meantime, I'll check with the district managers and see which routes will be available. We can talk about the amount of money you can earn at that time also. When you arrive here just ask for Mr. Green. I'll see you tomorrow at ten o'clock. Good-bye.*

Edward: *Good-bye.*

SUMMARY

The learners have listed the methods or ways they could use to advertise themselves for a job. Tell the learners that in this session they studied the telephone as one method of advertising. They learned the proper rules to follow when inquiring about a particular job over the telephone. They role played examples of using the telephone to inquire about specific jobs.

Explain to the learners that in the following session they will study and learn how to use the various methods available through personal contact to advertise themselves for a job. They will also learn how to properly construct ads.

SESSION III - ADVERTISING BY PERSONAL CONTACT AND ADS

INTRODUCTION

The learners have studied and listed various ways of advertising. They learned how to properly use the telephone as a means of advertising. Distribute *Rules For Using The Telephone* to each learner from Session II. Have them place these rules in their booklets. In this lesson the learner will study and construct examples of ways to advertise by personal contact. They will also learn how to properly construct ads. These activities will help the learner advertise his services for a job.

TASKS

Tell the learners that in Lesson 4 they suggested ways to advertise by personal contact. Explain that in today's session they will have the opportunity to learn about and construct samples of this method. They will learn the rules and use them as guidelines in making up their samples. Ask the learners what rules they would need to follow if they were talking face to face with a person.

Desired responses:

1. *If you are acquainted with the person you could just ask him if he has or knows of any jobs that you could do.*
2. *You would need to speak clearly and be polite in what you say.*
3. *Thank the person for talking with you whether they have a job for you or not.*
4. *If you are not acquainted with the person, you would need to identify yourself.*
5. *This person may ask you what you'd like to do or what experience you have had.*

Mention to the learners that after they have answered these questions as courteously as they can, that if this person doesn't have a job available, they may refer them to a friend. Hopefully these people will spread the word around to their friends of your availability and qualifications.

From these responses have the learners summarize the rules: Write these responses on the chalkboard under the title "Personal Contact - Talking to People."

Desired responses:

1. *Introduce yourself.*
2. *Speak clearly and politely.*
3. *State your question or purpose.*
4. *Answer questions as completely and courteously as you can.*
5. *Thank the person.*

Distribute the information sheet *Rules for Talking to People* to the learners and ask them to make any additions on their own copy. Tell the learners that in Lesson 4 they learned about a résumé. Distribute a copy of the *Sample Résumé* to each learner. Also give each learner an 8 1/2" x 11" unlined sheet of paper for his résumé. Have the learner construct his own résumé using the sample as a guideline. Inform the learners that the use of a résumé is a more formal and professional method of applying for employment.

Remind the learners that a résumé would be the type of information sheet you would give a prospective employer. Explain to the learners that *prospective* means something looked forward to; something to be expected; or something to be anticipated.

Allow time for completion of all the activities in this lesson. Circulate among the learners to assist them with their questions or problems. You may have additional suggestions to offer to the learners.

Instruct the learners to place their completed résumé and sample résumé in their booklets.

Mention to the learners that in an earlier session they discussed a more simple method than a resume for giving information about themselves. *Do you remember what that was?*

Desired response: A small information card

That is correct.

Distribute the *Sample 3" x 5" Information Card* worksheet including a blank 3" x 5" card. Have the learners make up the blank card using their own personal facts. They may use the sample card as an example.

Ask the learners what they think should be the important part of an information card.

Identification of the kind of job you want.

Have the learners remember that this information card could be left at a home or with a person when you talk to them. Your name and where to reach you would be important also.

Explain to the learners that there is one other method of advertising that was listed under personal contact.

Tell the learners that it is a method of giving information which can be decorated with a little art work to make it interesting. Ask the learners if they know what this other method is.

Desired response: An 8 1/2" x 11" flyer

Recognize the response, and then have two learners help distribute the 8 1/2" x 11" unlined paper and the *8 1/2" x 11" Sample Flyer* to each learner.

Indicate to the learners that a flyer provides entertainment as well as information. It may contain a catchy slogan or caption. Have the learners use their imagination and each one create an original flyer. When the flyers are completed, tell the learners to include them in their booklets.

Mention to the learners that the last method of advertising they listed which hasn't been discussed yet is the ad. Tell the learners that newspaper ads and bulletin board ads are similar in construction.

Ask the learners if they know where they would place an advertisement in the newspaper for a job.

Desired response:

They would go in the classified ads section of the newspaper.

Why should classified ads be short and to the point?

Desired response:

Classified ads are paid for by the word. They are also paid for by the inch of space they occupy.

Your classified ad inquiring about a job would be listed under the "Situations Wanted" column.

Tell the learners that they will now construct their classified ads. Inform them to try to use no more than 15 words. Have them write an advertisement that will make a reader want to call them up and hire them for a job.

Have the learner distribute the *Sample Newspaper Ad.* Tell them that they may make their ad on the same sheet using the sample as a guideline.

You may wish to collect a week's daily newspapers to bring to the class, and allow the learners time to investigate the ads in the local newspaper before they construct their own ads.

When the learners have completed this activity, have them place their completed ads in their booklets.

Distribute to each learner a copy of the worksheet *Sample Bulletin Board Ad* which contains a blank card. Instruct the learners to follow the same rules as they did for the classified ads. Tell the learners the only exception is that they will be working with a 3" x 5" card and they are not limited to a certain amount of words. Tell the learners to enjoy this activity and be creative in their ads. Have the learners place the ad in their booklets when they have completed this activity.

SUMMARY

Reiterate to the learners that during this lesson they have studied rules for several methods of advertising through personal contact. They studied rules for talking face to face with a person, a résumé, 3" x 5" information card, and an 8 1/2" x 11" flyer. They also studied rules for newspaper and bulletin boards ads. They constructed their own samples of these various methods of advertising. They have role played several situations of how to inquire about a job by using the telephone. Tell the learners that they followed the rules very well.

The audience was polite and listened quietly. Explain to the learners that they are now equipped with enough advertising experience to actually seek a job for themselves.

Explain that in the next lesson they will have the opportunity to select one job they would enjoy doing and like to learn more about. Ask them to be considering what job they are going to choose. If necessary they could refer back to their list of *Ways to Earn Money* from Lesson 1.

ASSESSMENT PROCEDURES

DESCRIPTION

A completion item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1. Telephone
2. Newspaper ad
3. Bulletin board ad
4. Personal contact

Accept other similar responses only if they are feasible for a sixth grader.

NOTE: Optional responses for personal contact might be:

1. Talking to people
2. Résumé
3. 3" x 5" information card
4. 8 1/2" x 11" flyer

Name_____

Date_____

Lesson 4

ASSESSMENT ITEM

List four methods of advertising you could use to advertise your services for a job.

1.

2.

3.

4.

Name_____

Date_____

Lesson 4, Session I

WAYS TO ADVERTISE

Directions: List the methods of advertising you can use to advertise your services for a job.

1.

2.

3.

4.

WAYS TO ADVERTISE KEY

Directions: List the methods of advertising you can use to advertise your services for a job.

1. Telephone

2. Newspaper ad

3. Personal contact

   a. Talking to people
   b. Résumé
   c. 3" x 5" information sheet
   d. 8 1/2" x 11" flyer

4. Bulletin board ad

RULES FOR USING THE TELEPHONE

1. Decide on and organize what information you are going to ask or give before making a call.

2. Identify yourself clearly and courteously when making a call.

3. Explain clearly and courteously the purpose of a call.

4. Speak as graciously and courteously as you would if you were face to face with the person.

RULES FOR TALKING TO PEOPLE

1. Introduce yourself.
2. Speak clearly and politely.
3. State your question or purpose
4. Answer questions as completely and courteously as you can.
5. Thank the person.

SAMPLE 3" x 5" INFORMATION CARD

DIRECTIONS: List personal information on the following card.

SAMPLE NEWSPAPER AD

SITUATIONS WANTED CLASSIFIED SECTION

SUSAN'S SITTER CLUB DO YOU need a sitter? Call 834-7329	GOING ON VACATION? Let Susan care for your dog. 834-7329
NEED A HANDY HELPER? Call Susan 834-7329	YARD CARE Susan 834-7329

DIRECTIONS: Construct your personal classified ad inquiring about a particular job you would like.

SAMPLE BULLETIN BOARD AD

DIRECTIONS: Construct a bulletin board ad advertising yourself for a job.

SAMPLE RÉSUMÉ

NAME:	Susan Brown
ADDRESS:	1638 N. Kent Place Mesa, Arizona 85203
TELEPHONE:	834-7329
BIRTH DATE:	May 26, 1961
PARENT'S NAME:	Daniel and Grace Brown
EDUCATION:	Kindergarten: Little Red School House Grades 1 - 6 Dunbar School
EMPLOYMENT DESIRED:	Baby-sitting Pet care Yard work Ironing Cleaning Washing windows
DATE AVAILABLE:	Immediately
TIME OF DAY AVAILABLE:	From 4 p.m. - 8 p.m. (until May 30) After May 30 - 7 a.m. - 10 p.m. Other hours may be arranged.
QUALIFICATIONS OR EXPERIENCE:	I have tended my younger brother and sisters. I love children and enjoy playing with them. Last summer I watered, fed, and took Mr. Greeen's dog for walks while they were on a two-week vacation. I have mowed my parents' lawn and kept the shrubs trimmed. I am the oldest of seven children. I am a hard worker. I have had experience in all the household type jobs.
INTERESTS:	I am interested in music, swimming, and reading.

REFERENCES: Mr. and Mrs. Daniel Brown (parents)
1638 North Kent Place
Mesa, Arizona 85203

Mr. Charles Green (neighbor)
1704 North Kent Place
Mesa, Arizona 85203

Mr. Kenneth Peterson (teacher)
230 South Longfellow Drive
Mesa, Arizona 85202

SAMPLE 8 1/2" x 11" FLYER

LOOKING for a HANDY HELPER?

Call

SUSAN

834-7329

babysitting-petcare

cleaning-yardwork

JOB SELECTION AND PREPARATION

LESSON FIVE

CONCEPT

The methods used in selecting and preparing for the job of your choice.

PERFORMANCE OBJECTIVE

Given a list of jobs, the learner will select one, and for that job he will name skills and knowledge necessary to perform the job, duties of the job, tools used on the job, safety precautions necessary to the job, methods of advertising, personal characteristics important to that job, and considerations in applying for a job.

LESSON TIME

4 hours

NEW VOCABULARY

Free enterprise - means a person is free to decide what business to enter and what goods or services to produce or sell. They have the right to start any business as long as they obey the law.

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Sample Business Letter	White art paper
Worksheets: *Job Selection*	Glue
Preparation Sheet 1- Skills and Knowledge Necessary to Perform the Job	Scissors
Preparation Sheet 2- Duties of the Job	Magazines
Preparation Sheet 3- Tools Used on the Job	Newspapers
Preparation Sheet 4- Safety Precautions Necessary to the Job	Catalogues
Preparation Sheet 5- Methods of Advertising for the Job	Pictures
Preparation Sheet 6- Personal Characteristics Important to That Job	Reference books
Preparation Sheet 7- Considerations in Applying for a Job	Encyclopedias
Worksheet Keys: *Job Selection Keys for Baby-sitting, Yard Work, and Newspaper Delivery*	Pamphlets (Listed in Appendix B)
Preparation Sheet Keys 1-7 for Baby-sitting, Yard Work, and Newspaper Delivery	12" x 18" white construction paper (2 for each learner)
Discussion Strategy (Appendix A)	Stapler
Assessment item *Product Assessment Form*	Local telephone directory

Instructor Preparation Tasks

Duplicate the following for each learner:

1. *Sample Business Letter*
2. *Job Selection*
3. *Preparation Sheets 1-7*

Review the *Job Selection Keys* and *Preparation Sheet Keys 1-7*.

Duplicate the *Product Assessment Form* for the instructor's use.

Write on the chalkboard the address of your local county extension office (Appendix B) and your local newspaper office.

Obtain the reference materials listed in the resources.

Review the *Discussion Strategy*.

Acquire the following supplies for the learners:

1. White art paper
2. Scissors
3. Magazines
4. Pictures
5. Catalogues
6. Glue
7. 12" x 18" white construction paper (two for each learner)
8. Stapler

Instructional Procedures

INTRODUCTION

Inform the learners that in the previous lessons they have suggested ways to earn money, studied personal characteristics valued by most employers, learned about important considerations, and explored methods of advertising. Tell the learners that now they are prepared to select a job of their choice and learn all about the different aspects of that job such as skills and knowledge, duties, tools, safety precautions, advertising, personal characteristics, and considerations of that job.

Explain to the learners that this practice and experience with the job they choose will equip them with general principles which they could apply to any job they would later apply for in the world of work.

Mention to the learners that if they decide to do some of the suggested jobs from Lesson 1 such as newspaper boy. general sales, and collecting recyclable materials they would be going into business for themselves. Point out to the learners that in our country, a person is free to decide what business to enter and what goods or services to produce or sell. He has the right to start any business as long as he obeys the law. This right is called *free enterprise.*

Tell the learners that they will use all the resources available to make them an expert in the job of their choice. They may write to obtain information from local agencies or other sources.

TASKS

In today's lesson tell the learners to select the job of their choice. Allow 5 or 10 minutes for this selection.

Place white art paper, glue, scissors, magazines, newspapers, catalogues, and pictures in a central location of your classroom.

Explain to the learners that they may locate any pictures to illustrate their choice of jobs. They may also select pictures to illustrate the types of tools and advertising they would use for their job. Suggest to the learners that if they desire they could draw their own pictures. Tell them to use other resources such as reference books, encyclopedias, and pamphlets for additional information to complete their *Preparation Sheets.*

Distribute to the learners the *Job Selection and Preparation Sheets.*

Distribute two sheets of 12" x 18" white construction paper to each learner. Have the learners staple their sheets of construction paper together leaving one 18" side open. Tell them this will be their envelope to collect all their materials in pertaining to their *Job Selection* and *Preparation Sheets.*

Also distribute the pamphlets you have received from local and national agencies to each learner. Have the other national and local publications that you received available for the learners to glean information. These publications are excellent resource materials.

As mentioned before, tell the learners that if they are interested in obtaining more information about children, newspaper jobs, and lawn and garden care, they may write to the addresses as shown.

Write the following addresses on the chalkboard:

1. Cooperative Extension Service
   The University of Arizona
   1201 West Madison
   Phoenix, Arizona 85007

   Departments:
   Agriculture
   4-H Club
   Home Economics

   Available Bulletins:
   Bulletin A-59 Creativity and Children
   4-H Manual No. 16 Learning to Care for Young Children
   Arizona Garden Guides Nos. Q-90, Q-87, Q-46, Q-23, Q-35, Q-44, Q-43.
   Ten Steps to a Successful Vegetable Garden. Arizona Agri-File, Livestock #495-11.

2. The Arizona Republic - The Phoenix Gazette
   P.O. Box 1950
   Phoenix, Arizona 85001

The Republic and Gazette has an informative packet and its circulation is state wide.

Additional addresses of other Extension Offices are listed in Appendix B.

See your local telephone directory for your nearest newspaper office.

Distribute to each learner the *Sample Business Letter*.

Explain to the learners that they may use any information or ideas included in their booklets or learned from previous lessons to complete their *Preparation Sheets*.

This lesson could extend over many days and hours having active learner involvement in researching and illustrating their *Job Selection* and *Preparation Sheets*.

The *Preparation Sheet Keys* could be used in three ways.

1. As answer sheets for these three categories of jobs
2. Additional information to give to the learners
3. As guidelines to follow for other jobs the learners may select and develop

Tell the learners that most of the jobs they will be doing are very responsible jobs. In most of the jobs they will be required to use good common sense.

Explain to the learners that those who wish to be a baby-sitter need to realize that they will be a parent substitute. The safety and lives of the children will be in their hands.

Tell the learners that a baby-sitter's first and most important aim is to keep the child safe from harm, second to know what to do in the case of unexpected illness or injury, and third to make sure the child is physically and emotionally comfortable at all times.

Mention to the learners that after they have used all of the material they need form their completed booklets (compiled from Lessons 1-4) they may take them home. The envelopes containing their materials and completed job selection and preparation sheets may be taken home at the completion of this lesson.

SUMMARY

Remind the learners that they have selected a job of their choice. They have learned about and gathered information to complete their *Preparation Sheets* concerning skills and knowledge, duties, tools, safety precautions, advertising, personal characteristics, and considerations of that job.

Tell the learners that in previous lessons they suggested ways they could earn money in the world of work.

They learned about personal characteristics and other considerations they should be aware of and possess before applying for a job. They also learned how to advertise their services for a job.

Mention to the learners that throughout these lessons the intent has been to help them develop into responsible people, good business associates, and good citizens. The purpose is to have the learners become aware of the ways in which they may be a productive contributing member of society. Tell them that earning can be an enjoyable experience if they prepare themselves properly, so *Learn To Earn*.

SUPPLEMENTAL ACTIVITIES

Learner Directed

1. Yard work
   a. The learner will list the types of grasses to be planted during specific seasons to allow a year round green yard. These grasses would be summer as well as winter grasses used in a specific geographical area.

   b. The learner will describe different yards, green as well as desert yards. The learners will construct a miniature yard, desert and/or green.

   c. For learning about different tools used in yard care work, proper care of the tools, and safety precautions in using the tools, a resource person could be invited to give a lecture-demonstration for the learners. This resource person could be the school grounds supervisor or a qualified one of your choice.

2. Baby sitting
   a. A resource person, such as a parent or the school nurse could be invited to demonstrate how to bathe, dress, and feed a baby.

   b. A resource person, such as the home economics teacher, principal, or school counselor, could speak to the learners about the different characteristics of the preschooler and the younger school age child.

   c. Have the learners go on a field trip to a children's nursery. After they have observed the children have them illustrate an important feature about the nursery or children.

   d. Divide the class into small groups, and have the learners choose a particular age level from birth to the years for which they would like to find out the basic characteristics. They will prepare a short (two minute) speech and present their information to the class.

   e. Have the learners collect and construct a baby-sitters kit of supplies and play materials.

3. Newspaper Delivery
   a. The learner will construct a sample map of a typical neighborhood route he may be given as a newspaper delivery boy. He has 80 customers scattered over a four block area.

b. Have the learners compute how much money they could earn if they had 70 customers on their paper route. The paper is delivered four times a month. The monthly cost of the newspaper is 25 cents. They receive one cent for each newspaper delivered and 15 cents out of every 25 cents they collect from their customers. They collected 25 cents from 40 customers. They also receive one-half cent for every insert they put into the paper. This month they had three inserts.

c. Resource people, such as sales advisors, sales managers, or area managers from different newspapers, could be invited to speak to the class on the possibilities of being an independent business person.

ASSESSMENT PROCEDURES

DESCRIPTION

The *Job Selection* and *Preparation Sheets* used during the lesson will be used to assess achievement of the objective. A *Product Assessment Form* is provided for the instructor's use.

DIRECTIONS

The instructor will use the following criteria to assess the *Job Selection* and *Preparation Sheets* completed by the learner.

1. *Job Selection* is a choice of the learner
2. *Skills and Knowledge Necessary to Perform the Job Preparation Sheet 1*
   a. What skills and knowledge do I have?
      (Minimum four statements)
   b. What skills and knowledge will I need to know?
      (Minimum five statements)
3. *Duties of the Job Preparation Sheet 2*
   (Minimum three statements)
4. *Tools Used on the Job Preparation Sheet 3*
   a. Tools I need
      (Minimum four statements)
   b. Tools at home for use
      (Minimum three statements)
   c. Tools the customer has
      (Minimum four statements - There may not be any response here depending upon the job selection.)

5. *Safety Precautions Necessary to the Job Preparation Sheet 4*
   (Minimum eight statements)
6. *Methods of Advertising for the Job Preparation Sheet 5*
   (Minimum four statements)
7. *Personal Characteristics Important to that Job Preparation Sheet 6*
   (Minimum six statements)
8. *Considerations in Applying for a Job Preparation Sheet 7*
   (Minimum four statements)

KEY

Instructor's satisfaction

Note: All responses must be directly related to the title of the Preparation Sheet within the limits of a sixth grader.

Name_____

Date_____

Lesson 5

PRODUCT ASSESSMENT FORM

Directions: Check in the appropriate boxes if learner has completed each category.

Learner Name	Skills and Knowledge	Duties	Tools	Safety Precautions	Advertising	Personal Characteristics	Consid-erations	Instructor Evaluation
Example	✓	✓	✓	✓	✓	✓	✓	+

Check (✓) if responses are acceptable
Plus sign (+) if responses are excellent
Minus sign (-) if responses show little effort

SAMPLE BUSINESS LETTER

1638 North Kent Place
Mesa, Arizona 85203
April 10, 1973

Cooperative Extension Service
The University of Arizona
Home Economics Department
1201 West Madison
Phoenix, Arizona 85007

Gentleman:

Would you please send me Bulletin A-59 entitled Creativity and Children.

I would appreciate an early reply.

Sincerely,

Susan Brown

Name_____

Date_____

Lesson 5

JOB SELECTION

Name_____

Date_____

Lesson 5

PREPARATION SHEET 1

SKILLS AND KNOWLEDGE NECESSARY TO PERFORM THE JOB

1. What skills and knowledge do I have?

2. What skills and knowledge will I need to know?

Name_____

Date_____

Lesson 5

PREPARATION SHEET 2

DUTIES OF THE JOB

Name_____

Date_____

Lesson 5

PREPARATION SHEET 3

TOOLS USED ON THE JOB

1. Tools I need:

2. Possible tools at home for use:

3. Tools the customer has:

Name_____

Date_____

Lesson 5

PREPARATION SHEET 4

SAFETY PRECAUTIONS NECESSARY TO THE JOB

Name_____

Date_____

Lesson 5

PREPARATION SHEET 5

METHODS OF ADVERTISING FOR THE JOB

Name_____

Date_____

Lesson 5

PREPARATION SHEET 6

PERSONAL CHARACTERISTICS IMPORTANT TO THAT JOB

Name_____

Date_____

Lesson 5

PREPARATION SHEET 7

CONSIDERATIONS IN APPLYING FOR A JOB

JOB SELECTION KEY

BABY-SITTING

PREPARATION SHEET 1

BABY-SITTING

SKILLS AND KNOWLEDGE NECESSARY TO PERFORM THE JOB KEY

1. What skills and knowledge do I have?

   a. I love children
   b. I have had experience at home with my younger brothers and sisters, so I understand and know a little about how to care for children.
   c. I enjoy playing with or entertaining children.
   d. I enjoy being around children.
   e. I don't tease younger children.
   f. I make friends with school age children.
   g. I stay in control of situations.
   h. I know not to leave children alone a minute.
   i. I'm serious about my job. I try to act like an adult and not like one of the children.
   j. I never invite boy or girl friends over while I am baby-sitting.
   k. I know to be prepared for my job.
   l. I am adaptable to different jobs.

2. What skills and knowledge will I need to know?

   a. I need to learn more about child care (preschoolers).
   b. I need to learn how to prepare and feed a baby his/her food.
   c. I need to learn how to change a diaper and put pins in correctly.
   d. I need to learn how the baby takes a bottle.
   e. I need to learn where the baby sleeps and if he/she likes something to sleep with.
   f. I will have a schedule of his/her eating, playing, and sleeping habits.
   g. I will try to find out why a baby is crying.
   h. I need to learn how and what time the children take their bathes.
   i. I need to learn how to plan, prepare, and feed meals to older children.
   j. I need to know where the parents can be reached.
   k. I will need to have emergency phone numbers including doctor, fire department and police department on hand.
   l. I need to know a neighbor who would help if an emergency arises.
   m. I will ask the parent to leave written instructions and then follow them.

PREPARATION SHEET 2

BABY-SITTING

DUTIES OF THE JOB KEY

1. Respect each child.
2. Understand the feelings of the child by remembering your own feelings as a child.
3. Help the child to feel secure.
4. When putting the child to bed, be sure he/she is comfortable and warm.
5. Assure the child you will hear when he/she calls.
6. Praise the child when he/she is good.
7. Never use physical punishment.
8. Ignore any temper tantrums.
9. See that the children are happy.
10. Feed the children their meals if they are to eat anything.
11. Bathe the children.
12. Play with the children.
13. Put the children to bed according to their schedule. Check them every hour.
14. Keep the house clean and the dishes you use washed.
15. Don't raid the icebox. Eat and drink only what your employer has offered.
16. Stay out of drawers, desks, closets, or cupboards.
17. Don't borrow anything which belongs to the employer.
18. Refrain from asking questions unrelated to baby-sitting.
19. Don't invite friends over to visit while you are baby-sitting.
20. Relay messages accurately.
21. Don't hesitate to call the parents when an emergency arises.
22. Never repeat conversations you hear in the home.
23. Know something about your employer.
24. Never baby-sit without your parents' approval.
25. Keep all relationships strictly businesslike. Make all arrangements in advance and then live up to them.
26. Be sure that someone knows where you will be.
27. Stay awake until the parents arrive home or follow whatever their instructions are.

Duties of parents when selecting a sitter.

1. Make a list of special instructions for the sitter.
2. Tell the children that you will be going out.
3. Inform the sitter if you are expecting any calls.
4. Be specific about what you want done and how you want it done.
5. Don't expect a baby-sitter to do house work unless you have made arrangements for him/her to do so.

6. Don't fail to show appreciation for a good job.
7. Supply telephone numbers of where you may be reached and the telephone numbers of your doctor, fire department, and police department.

PREPARATION SHEET 3

BABY-SITTING

TOOLS USED ON THE JOB KEY

1. Tools I need:

   a. Games, stories, songs, art projects, puppets, poems, tricks, or other activities that would be good for specific age levels to entertain children
   b. Special rewards
   c. Own book to read or homework to study after children are in bed

2. Possible tools at home for use:

   a. Construction paper
   b. Crayons
   c. Paste
   d. Story books
   e. Scratch paper
   f. Puzzles
   g. Games
   h. Clay
   i. Scraps of cloth, wallpaper, trimmings or cord
   j. Puppets
   k. Poems
   l. Tricks

3. Tools the customer has:

   a. Favorite story books
   b. Dolls to play with
   c. Army, farm, or other sets
   d. Cars
   e. Child's homework that needs to be finished
   f. Puzzles
   g. Games
   h. Songs
   i. Records
   j. Modeling clay
   k. Paper dolls

PREPARATION SHEET 4

BABY-SITTING

SAFETY PRECAUTIONS NECESSARY TO THE JOB KEY

I. Birth to four months - this age child is helpless and depends on you for all of his/her needs

A. Support the baby's head and back to prevent possible falls. Never leave the baby alone on a bed. The baby may roll off or be disturbed and injured by an older child.

B. Keep all foreign objects away from the baby's hands. Watch older children carefully to make sure they keep all foreign objects away from the baby's mouth.

C. Allow enough time for the baby to eat. Burp the baby often to prevent him/her from choking.

D. If you are to give the baby a bath, test the bath water with your elbows to make sure the water is the right temperature.

E. Keep all loose clothing and blankets away from the baby's neck and face area. This will prevent smothering and strangling. If you place the baby on his/her stomach, make sure his/her face is free to move from side to side.

II. Four to seven months - this age child is beginning to be more independent and moves around quite quickly

A. Be sure to check the play area where the baby will play such as the crib, play pen, or other confined area.

B. Check the baby's toys for safety. Be sure there are no sharp objects on the toys or loose parts that could be swallowed. Keep small objects, such as buttons and beads, out of the baby's reach.

C. Never leave the child alone while giving him/her a bath. Be sure to check the temperature of the water.

III. Seven to twelve months - this age of child loves to explore and is into everything

A. Prevent burns by protecting fireplaces, heat registers, and floor furnaces. Keep hot liquids and hot foods out of the reach of children of all ages.

B. Beware of electrical cords and keep the child away from them. Also keep the child away from wall sockets. A child of this age moves very quickly and seems to be fascinated by electrical cords and outlets.
C. All medication and poisons should be under lock and key.
D. Sharp objects such as scissors, knives, fingernail files, tools, and razors, should be kept out of reach of children.
E. Staircases should be guarded because a child at this age loves to crawl and climb.

IV. One to Two and one-half years - this age child is energetic and fearless

A. Beware of stairways, furniture, or other unsafe objects the child could climb on.
B. Keep the doors and drawers closed so the child will not go outside or get into the drawers and pull everything out.
C. Give the child somthing safe he/she can play with to take apart or unscrew. A child at this age loves to unscrew lids and take things apart.
D. Take caution around all water areas since a child of this age usually loves to play in water.
E. Be sure unsafe foods are put up out of the child's reach since a child of this age will eat and drink anything he/she can get his/her hand on.

V. Two and one-half to four years - this age child is very fast, loves to imitate older children, independent, impatient, and loves to experiment

A. Keep the child away from streets and driveways.
B. Discourage older playmates since this age child loves to imitate.
C. Keep the child away from wading pools as they are unsafe.
D. Keep matches, cigarette lighters, and plastic bags out of reach of the child.

VI. Four to six years - the child is curious and overly confident

A. Remove tempting things from the child's sight and reach.

B. Traffic is a particular hazard at this age so:
   1. Keep the child away from the streets and driveways.
   2. Limit his/her tricycle riding to safe areas.

C. The child is eager to please and fairly dependable. Appeal to him/her in a positive manner and usually they'll respond very well.

VII. Six to eight years - this child loves to explore his neighborhood

A. Know where the child is going at all times. This age child loves to explore his neighborhood, loves to climb, ride bicycles and play rough games.

B. Be sure the child obtains your permission before he/she gets involved in any unusual activities. If possible be with the child when these activities occur. The child is aware of dangers but is unafraid. They do not have good judgment Therefore you need to require permission on all matters.

VIII. Eight to twelve years - this child is away from home many hours of the day.

A. Know about the child's activities.

B. Be sure the child obtains permission before he/she leaves the house. The child participates in active sports and has a part in many groups.

C. Be aware of his/her friends and projects in which he is involved.

PREPARATION SHEET 5

BABY-SITTING

METHODS OF ADVERTISING FOR THE JOB KEY

How do I acquire the job?

1. Advertise in local newspapers
2. Advertise on bulletin boards in stores, cleaners, and churches
3. Telephone
4. Personal contact - Verbal and written
   a. Talking to people
   b. 3" x 5" information card
   c. 8½" x 11" flyer
   d. Résumé
5. By word of mouth - reputation
6. Parents, friends, neighbors, and relatives

PREPARATION SHEET 6

BABY-SITTING

PERSONAL CHARACTERISTICS IMPORTANT TO THAT JOB KEY

1. I'm responsible for my conduct and obligations.
2. I try to be dependable so people will want to leave their children with me and can plan on me being there.
3. I'm honest.
4. I try to be polite.
5. I try to get along with people.
6. I'm ambitious.
7. I try to be on time.
8. I try to keep well and clean.
9. I like to work and help.
10. I try to do a few extra things for people.
11. I try hard to have a good reputation in my work.

PREPARATION SHEET 7

BABY-SITTING

CONSIDERATIONS IN APPLYING FOR A JOB KEY

1. I have a great desire to work and earn money.
2. My parents will allow me to baby-sit until 10 o'clock at night.
3. There is usually a demand for a baby-sitter. If you let it be known that you are avialable to sit and are capable you usually get a job.
4. If I'm turned down for a job baby-sitting, I'll try someone else and see if they need a sitter.
5. If I don't get a job baby-sitting right away I'll wait until I can obtain one. In the meantime I'll do a little advertising.
6. All my school experiences have given me skills which I can use in a baby-sitting job.
7. I feel like I'm well qualified for a baby-sitting job because I've had training and experience in my home with my younger brothers and sisters.

JOB SELECTION KEY

YARD WORK

PREPARATION SHEET 1

YARD WORK

SKILLS AND KNOWLEDGE NECESSARY TO PERFORM THE JOB KEY

1. What skills and knowledge do I have?

    1. I enjoy working outside.
    2. I have had experience at home mowing my parents' lawn.
    3. I know how to start and run a gas mower.
    4. I know how to put gas and oil into the mower when it needs it.
    5. I'm serious about my job.
    6. I realize that I must be prepared for my job.
    7. I am adaptable to different jobs.

2. What skills and knowledge will I need to know?

    1. I need to learn about different grasses, shrubs, and plants. I also need to learn their tolerance to trimming and clipping.
    2. I need to learn about different types of landscaping designs.
    3. I need to learn about mowers, gas, electric and push types.
    4. I need to learn how to use lawn edgers and other tools.
    5. I need to learn about the uses of herbicides, insecticides, and fertilizers.
    6. I need to know about water requirements, quantity and frequency.

PREPARATION SHEET 2

YARD WORK

DUTIES OF THE JOB KEY

1. Set up a schedule for watering, mowing, clipping, spraying, and fertilizing. Then follow the schedule.
2. Maintain proper care of tools and equipment, such as checking the sharpness of the mower blade, proper oil level, and gas level.
3. Clean the tools and store them in a dry place.
4. Sweep clippings from walks and ground.
5. Remove grass and shrubs to the garbage cans.
6. Leave the yard neat and clean.

PREPARATION SHEET 3

YARD WORK

TOOLS USED ON THE JOB KEY

1. Tools I need

   a. Lawn mower
   b. Hoe
   c. Leaf rake
   d. Regular rake
   e. Grass clippers
   f. Lawn edger
   g. Hose and attachments
   h. Weeder

2. Possible tools at home for use:

   a. Hoe
   b. Leaf rake
   c. Weeder
   d. Grass clippers

3. Tools the customer has:

   a. Weed spray
   b. Insect spray
   c. Fertilizer
   d. Lawn mower
   e. Lawn edger
   f. Hose and attachments
   g. Garbage cans
   h. Wheel barrel

PREPARATION SHEET 4

YARD WORK

SAFETY PRECAUTIONS NECESSARY TO THE JOB KEY

1. When mowing lawns, be careful not to run over sticks or rocks.
2. Do not clean grass clumps from the mower housing while the mower is running.
3. Wear transparent goggles or safety glasses when operating a power lawn edger.
4. Do not operate electric tools under wet conditions.
5. Always lay rakes with teeth down.
6. Keep equipment out of reach of small children.
7. Keep chemicals out of reach of children.
8. Follow directions for use of chemicals.
9. Always wear proper clothes and shoes while doing yard work.
10. Gloves are also desirable for some jobs.

PREPARATION SHEET 5

YARD WORK

METHODS OF ADVERTISING FOR THE JOB KEY

How do I acquire the job?

1. Advertise in local newspapers
2. Advertise on bulletin boards in stores, cleaners, and churches
3. Telephone
4. Personal contact
   a. Talking to people
   b. 3" x 5" information card
   c. 8½" x 11" flyer
   d. Résumé
5. By word of mouth - reputation
6. Parents, friends, neighbors, and relatives

PREPARATION SHEET 6

YARD WORK

PERSONAL CHARACTERISTICS IMPORTANT TO THAT JOB KEY

1. I'm very ambitious.
2. I am strong and healthy. I have no allergies from grass and shrubs.
3. I am large enough to handle a power mower and lawn edger.
4. I try to do my best work for people. I want to build up a good reputation.
5. I like to be polite with people.
6. An employer can count on me getting the work done. I'm dependable.
7. It takes me many hours to do yard work so I'll try to be right on time.
8. I am responsible and can be left with all the yard work to do and I'll complete it.
9. I try to be honest with an employer and give him a full day's work.
10. I never have any problem getting along with people.
11. I like to see how nice I can make a yard look so I do more than is asked.

PREPARATION SHEET 7

YARD WORK

CONSIDERATIONS IN APPLYING FOR A JOB KEY

1. I like to work hard and have a great desire to earn money.
2. My parents have given me permission to do yard work.
3. Yard work is great in the spring and summer. This is when there seems to be a greater demand for this type of work so I'll try to get a yard care job then.
4. I'll keep asking people until I get some kind of yard work to do.
5. If I don't get a job this spring, I'll try for one later in the spring or summer.
6. My skill in reading and math will help me read the directions for applying the fertilizer and other sprays and be able to plan out a schedule of work. Also I can figure the money I'll earn and make change for my customers.
7. I've had experience doing work out in the yard for my parents, especially mowing the lawns, so I should be able to do other people's yard work.

JOB SELECTION KEY

Lesson 5

NEWSPAPER DELIVERY

PREPARATION SHEET 1 Lesson 5

NEWSPAPER DELIVERY

SKILLS AND KNOWLEDGE NECESSARY TO PERFORM THE JOB KEY

1. What skills and knowledge do I have?

   a. I enjoy meeting people.
   b. I enjoy working outside.
   c. I have no fears of collecting money for the newspapers.
   d. I know how to ride a bicycle carrying a bag loaded with newspapers.

2. What skills and knowledge will I need to know?

   a. I need to learn how to make up an initial start.
   b. I need to know how to obtain new clients.
   c. I need to know how to collect money properly.
   d. When I obtain a job I would need to learn the newspaper route - customers names and addresses.
   e. I would need to learn how the papers are folded and where they are placed at each customer's home.
   f. I would want to know how to successfully manage my paper route.
   g. I would need to know my district advisor's name and address so I could go there to pick up my newspapers.
   h. I would need to know how to handle starts, stops, and complaints.
   i. I would need to learn how to be a successful salesman.

PREPARATION SHEET 2 Lesson 5

NEWSPAPER DELIVERY

DUTIES OF THE JOB KEY

1. I will make customers satisfied.
2. Pick up the newspapers at the proper time and place and fold them.
3. Deliver the newspaper to the proper place on a regular time basis.
4. Have the proper equipment to be an effective newspaper boy.
5. I will make regular collections.
6. I will be dependable with my deliveries.

PREPARATION SHEET 3

NEWSPAPER DELIVERY

TOOLS USED ON THE JOB KEY

1. Tools I need:

   a. Delivery bag
   b. Rubber bands
   c. Plastic bags
   d. Bicycle

2. Tools to be purchased:

   a. Delivery bag
   b. Rubber bands
   c. Plastic bags
   d. Route book covers
   e. Route book rings

3. Tools to be furnished:

   a. Customer cards
   b. Collection slips
   c. Newspaper boy information cards
   d. Other forms they may have

PREPARATION SHEET 4 Lesson 5

NEWSPAPER DELIVERY

SAFETY PRECAUTIONS NECESSARY TO THE JOB KEY

1. Maintain proper and regular care of my bicycle.
2. Check on the moving parts of the bicycle each day.
3. Obey the safety rules going to and coming from the route.
4. Observe safety rules at all times.
5. Watch for small children.
6. Be alert and careful of cars.
7. Be cautious of dogs.
8. Allow time for the route so as not to be rushed.
9. Make sure someone knows where you are, when you go on your route and when you have returned.

PREPARATION SHEET 5 Lesson 5

NEWSPAPER DELIVERY

METHODS OF ADVERTISING FOR THE JOB KEY

How do I acquire the job?

1. Telephone the local newspaper.
2. Go directly to the local newspaper and fill out an application.
3. By talking to people.
4. Parents, friends, neighbors, and relatives. If they hear about a job they pass the word along.

PREPARATION SHEET 6 Lesson 5

NEWSPAPER DELIVERY

PERSONAL CHARACTERISTICS IMPORTANT TO THAT JOB KEY

1. I am ambitious.
2. I am healthy and strong enough to manage a bicycle loaded with newspapers.
3. I am dependable.
4. I am responsible for my conduct and obligations.
5. I will be polite with my customers.
6. I have set up a schedule so I can be on time getting the papers out.
7. I believe I can get along well with my customers.
8. I want to build up a good work reputation. If I do, it will help me keep customers and gain now ones.
9. I will be honest in making collections and reporting paid customers.
10. I like to do a job to the best of my ability.
11. I will make sure I place the paper where the customer wants it and do all I can to make satisfied customers.

PREPARATION SHEET 7 Lesson 5

NEWSPAPER DELIVERY

CONSIDERATION IN APPLYING FOR A JOB KEY

1. I have a desire to work and earn money.
2. My parents have given me the ok on obtaining a newspaper route.
3. There are demands at certain times so if you are available and make it known that you are interested in a newspaper route, one will eventually come your way.
4. I'll just keep trying until I find a route.
5. If I don't get the route I want I'll take another route, then change when a route becomes available in my neighborhood.
6. The skills I'll use from my school experiences are reading, math, and writing.
7. I've had experience doing a newspaper route when my friend asked me to substitute for him on his route while he went on a weeks' vacation.

APPENDIX A

INSTRUCTIONAL STRATEGY GUIDES

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[1] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[2] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[3] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

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[1] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.

[2] Ibid.

[3] W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.

A. Use of Discussion Techniques[4]

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
   a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
   b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.

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[4]J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect other's opinions.
    a. Respect of another opinion means accepting that opinion as a valid belief of another person.
    b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.

12. If a discussion is to have a leader other than the instructor, that leader should be chosen and prepared in advance.

13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.

2. Do not answer too many of your own questions.

3. Vary the approach to asking questions. *Example:* Ask questions to the group. Ask for a volunteer. Ask questions of a particular individual.

4. Inject differing points of view.

5. Elicit explanations from proponents of differing points of view.

6. Encourage group interplay by calling for reaction to statements made by participants.

7. Monitor the discussion to steer away from monopolizers.

8. If necessary, clarify what is said.

9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

c. The chairman performs the responsibilities as listed in Section C.

d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium[5]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.

   c. The symposium is particularly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio-visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[6] The

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[5]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction - Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[6]Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents, and often a question answered by one can be further developed by the other.

e. It is a good practice to have either the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[7]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, evaluating each one before deciding on

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[7]Brown, Lewis, and Harcleroad, op. cit., p. 313.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion - Debate[8]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

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[8]Good, op. cit., p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

GUEST SPEAKER STRATEGY

Community residents are valuable instructional resources and are usually happy to help the schools. When information for the learners could be better or more interestingly delivered by a resource person, the following items should be considered.[9]

A. Contact the Resource Person

1. If possible, select a person known to be able to make a good presentation.
2. Contact should be made far enough in advance of the presentation to enable the instructor to plan relevant classroom activities. Early contact also gives the guest time to prepare his presentation.
3. Explain the developmental and psychological level of the learners to the resource person. He can use this as well as other information (age, grade level, size of class, etc.) as guidelines for preparation of his presentation.
4. Give the speaker a brief summary of the learner's knowledge about the presentation subject.

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[9] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction - Materials and Methods, (New York: McGraw-Hill Book Co., Inc., 1959), pp. 374-375.

5. Set a time limit for the presentation after discussing it with the speaker.
6. Give the resource person any software (worksheets, etc.) that will be used in conjunction with the presentation. Supply an outline and/or list of questions which describe specifically what the presentation should cover.
7. Describe the media available to the speaker.
8. A description of the classroom sequence prior to and after the presentation might be helpful to the speaker.
9. If appropriate, ask the guest speaker to wear his work clothes or uniform.

B. Instructor Preparation

1. Have enough background information on the speaker to develop a good introduction.
2. Make arrangements to meet the visitor when he arrives at the school.
3. Inform the principal of the speaker schedule and content of presentation. This information should be provided verbally as well as in written form.
4. Arrange for follow-up activities, including writing thank-you letters to the speaker.
5. Some learners should be chosen to take notes on the presentation. Others should be reminded of

listening skills.

6. Make sure all audio-visual material requested by the speaker(s) is available.
7. Provide arrangements for visitors and late arrivals.

C. The Presentation Period

1. After warm-up remarks from the instructor, a previously chosen learner should be asked to introduce the guest.
2. Maintain discipline and decorum.

The community contains a limitless number of opportunities for learning. Among the community resources available are people. Learners seem to respect the opinions of those members of the community who take time from their jobs to speak to them. Therefore, wise use of resource people can enhance almost any classroom instructional unit. A written evaluation of the experience should be prepared and made available for review before another presentation is scheduled.

ROLE-PLAYING STRATEGY

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[10] If role playing is the best method of satisfying the objective(s) of a lesson, then the following steps might prove helpful.[11]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tensions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

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[10] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Co., 1959), p. 471.

[11] Fannie R. Shaftel, Role Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

1. Ideally participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested.
   b. Let those chosen have a part in selecting others.

E. Setting the Stage

1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying lengths of time should be spent with individual actors, depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine whether they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluation the Action

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in _____ place? (3) What would happen if _____?
2. Discuss possible solutions to the problem and decide which solution is best for most people.
3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance discussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of audio-visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role-playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a regarding experience if they prepare and participate.

STORYTELLING STRATEGY

Storytelling is a refreshing way to achieve many objectives in the classroom. The instructor can employ storytelling (1) to expand children's reading interests to include various types of literature; (2) to reduce the gap between the child's ability to read and his capacity to understand; (3) to make reading effortless and encourage the desire to read; (4) to increase aural comprehension; (5) to introduce pantomime activities, role playing, or creative writing exercises.[12]

A. Telling a story is more direct than reading it, but when the charm of a story depends upon the exact words of the author, read the story.

B. When telling a story, watch for reactions from the learners. When puzzled or blank looks are observed, paraphrase or restate unfamiliar words or parts of the story.

C. Be relaxed and enthusiastic; the mood of the storyteller is the backbone of the story.

D. Use gestures to transmit the meaning of parts of the story. Exaggerated body movements and facial expressions can change an ordinary story into an

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[12]May Hill Arbuthnot, Time for Fairy Tales Old and New, (Glenview, Illinois: Scott, Foresman, and Co., 1961).

experience with words.

E. Choose prepared stories or create your own. If a prepared story is used, retain any especially descriptive words, but paraphrase the story.

F. Use normal speech patterns except when imitating the language of specific characters.

G. Make sure learners understand any colloquialisms and/or unfamiliar words before beginning the story.

H. If your objective is to interpret literature and to inspire students to read for themselves, a "story hour" at a regularly scheduled time might be a good organizational tool. Elementary school children will look forward to such an activity.

I. If your objective is to teach the beginning stages of reading, the story to be read should first be told by the instructor. An ideal story for this purpose is one which presents factual material in story form. Such a story offers more practice for the beginning reader to recognize words by appreciating them with remembered facts.

Storytelling is an art. Instructors using the storytelling strategy should have target objectives firmly in mind before beginning. Storytelling sessions will then be educationally rewarding and a source of pleasant memories.

APPENDIX B

SUPPLEMENTAL RESOURCES

Once Upon a Time; A Complete Guide to Baby-Sitting ($1.50)

Written and illustrated by Betty L. McCarver,
Copyrighted September 23, 1971,
Third Edition

Land O'Sun Printer's Inc.
P.O. Box 215
Scottsdale, Arizona 85252

Write to:
G.E.M.S. Manual
Woman's Auxilary to the Maricopa County
Society, Inc.
2025 North Central Avenue
Phoenix, Arizona 85004

Bottle Craft (free materials)
48 great things to make from Clorox bottles

Write to:
The Clorox Company
P.O. Box 24305
Oakland, California 94623

Choosing Toys for Children of All Ages (free materials)

Write to:
American Toy Institute, Inc.
200 Fifth Avenue
New York, New York 10010

Beautiful Junk (free materials)
DHEW Publication No. (OCD) 73-1036

Write to:
Project Head Start
Office of Child Development
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201

Criteria for Selecting Play Equipment for Early Childhood Education (free materials)

Write to:
Community Playthings
Department 2
Rifton, New York 12471

How a Baby Grows (chart)

A Safer World for Babies and Toddlers (manual)

Baby's Eating and Sleeping Habits (manual)

When Baby is Ill (manual)

Keeping Baby Clean (manual)

Write to:
Johnson & Johnson
New Brunswick, New Jersey 08903
(free materials)

'Sitting' Safely (pamphlet)

Pictures of Babies

Baby's Book (manual)

Foods for Baby (manual)

Write to:
Gerber Products Company
445 State Street
Fremont, Michigan 49412
(free materials)

ARIZONA COUNTY EXTENSION OFFICES

If you need additional information about the work Extension is doing in Agriculture, Home Economics, 4-H and Resource Development, contact your local County Extension Office. For your convenience, here's a list of those offices:

	Phone
APACHE COUNTY	
Youth & Adult Education Center St. Johns 85936	337-4322
Government Center, Chinle 86503	674-5374
Porta Building--Navajo Tribal Fairgrounds, Window Rock 86515	871-4646
COCHISE COUNTY	
112 E. Maley Street, Willcox 85643	384-2167
COCONINO COUNTY	
Courthouse, Flagstaff 86001	774-5011
Tuba City 86045	283-5411
B.L.O. Bldg., Kayenta 86033	697-3497
GILA COUNTY	
Courthouse, Globe 85501	425-2031
Bureau of Indian Affairs Building No. 31, Tonto Street, San Carlos 85550	475-2336
GRAHAM COUNTY	
Armory, Safford 85546	428-2611
GREENLEE COUNTY	
524 Main Street, Duncan 85534	359-2261
MARICOPA COUNTY	
1201 W. Madison, Phoenix 85007	258-8651
4201 E. Broadway, Phoenix 85040	268-1467
3003 N. Central Ave., Phoenix 85004	271-5371
Mesa Experiment Farm, Mesa 85201	964-1725

MOHAVE COUNTY
301½ W. Beale Street, Kingman 86401 753-3788

NAVAJO COUNTY
County Fairgrounds, Holbrook 86025. 524-6271

First Street and Elm Street
Whiteriver 85941 338-4334

Agency Office Building No. 1, Office
No. 4, Keams Canyon 86034. 738-2321

PIMA COUNTY
Pima County Governmental Center
Tucson 85701 882-5161

Tribal Council Compound, Sells 85634. . . . 383-2298

PINAL COUNTY
City-County Building
Casa Grande 85222. 836-5221

Bureau of Indian Affairs Building No. 18
Sacaton 85247. 562-3526

SANTA CRUZ COUNTY
2nd Floor, Post Office, Nogales 85621 . . . 287-2194

YAVAPAI COUNTY
Marina & Leroux Streets, Annex 2
Courthouse, Prescott 86301 445-6597

YUMA COUNTY
1047 Fourth Avenue, Yuma 85364. 783-4451

Poston 85371. 642-4151

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